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ABSTRACT

The social studies curriculum guide for educable mentally retarded teenagers offers teaching suggestions at four age levels for the following subject areas: family relationships, transportation, learning and living in New Jersey, communication, and consumer education. All five areas are intended to be covered at each level with succeeding levels offering different emphases. Within each broad area the guide lists subjects and related teaching suggestions, pupil activities, and instructional materials (with sources). Also provided for each area are a vocabulary list; a sample short answer test; a sample essay test; and a bibliography of books, films, and filmstrips. The New Jersey section lists important events in Puerto Rican and Negro history and prominent Puerto Rican and Negro individuals. Examples of topics included are: roles of family members, marriage, radio and television programs, emergency help when traveling, overnight accommodations, signs and directions, local government in New Jersey, history of New Jersey, leisure time opportunities, social communication, wages, budgeting, and banking. (DB)

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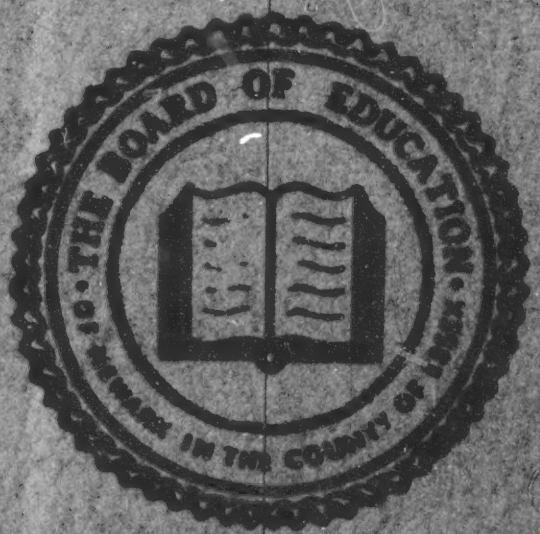
THE SOCIAL STUDIES CURRICULUM GUIDE

FOR

TEENAGE EDUCABLE MENTALLY RETARDED PUPILS



DEPARTMENT OF CURRICULUM SERVICES
NEWARK BOARD OF EDUCATION
NEWARK, NEW JERSEY

1971

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THE SOCIAL STUDIES CURRICULUM GUIDE

FOR

TEENAGE EDUCABLE MENTALLY RETARDED PUPILS

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TABLE OF CONTENTS

Foreword i

Preface ii

Writing Committee iii

Introduction 1

In-Service 3

Suggestions for Implementation of Guide 4

Levels Among Teenage Educable Pupils 6

Family Relationships 7

Transportation 30

Learning and Living in New Jersey 52

Communication 119

Consumer Education 139

Professional References 162

Foreword

Curriculum revision in the public schools of Newark is rapidly assuming the importance it deserves. With the establishment of the position of Assistant Superintendent in charge of Curriculum Services, committees are at work bringing methods, approaches and materials up to date. Curriculum in the department of Special Education in the important area of social studies is brought to modern standards through this guide—Social Studies for the Mentally Retarded Pupils of Newark, 13-20 years.

This revision has many improvements and refinements. The social needs of older mentally retarded children are defined simply and directly. The teaching and learning process will surely be expedited.

It is important to emphasize that this curriculum guide will serve its purposes only to the extent that the teachers will study its contents, accept the philosophy expressed and use the suggestions as aids in developing proper understandings, skills, habits, and attitudes.

Appreciation is extended to the committee of teachers of mentally retarded children who labored to produce this guide.

FRANKLYN TITUS
Superintendent of Schools

Preface

Statement for the Social Studies—Social Living Guide for the
Mentally Retarded Pupils of Newark, Age 13-20 Years

It is mandatory, within the framework of education, to create an environment for learning in the schools in order that each child may develop to his maximum mental, physical, emotional, and social capacity so that he may be able to adjust to a constantly changing world.

This guide was conceived, planned, and written in an effort to implement this philosophy. It is the result of search and research, discussion and evaluation, adjustment and agreement of all the members of the committee.

The responsibility for the implementation of this guide now rests with the educators in the classroom and with the administrators of the schools.

Mrs. Lee Liss, Principal of Girls' Trade School, and her committee are to be complimented on this fine effort. This guide, embodying the suggestions of teachers in the field, will be used to advance the social learnings of our students.

Michael L. Cabot
Assistant Superintendent, Special Services

Social Studies for Teenage Educable Mentally Retarded Pupils

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The committee extends its appreciation to all parents and teachers who participated through discussion, suggestion, evaluation, and tryout. Their contributions have been invaluable.

INTRODUCTION

In 1954 a Curriculum Guide for the Mentally Retarded, called Areas of Living-Elementary Through Trade levels, was published by the Department of Special Education of the Newark Public Schools. Although programs in Special Education have undergone many changes in direction during this time, the basic philosophy expressed in the introductory statement of the guide is as sound today as it was then. In tribute to those who laid the foundation of our present programs, it is fitting to quote what they thought.

"The mentally retarded individual is one who deviates from the normal in mental ability and educational potentialities. These deviations are not in kind but in degree. He has the same desires and impulses as a normal individual; therefore, the goals for the normal and the mentally retarded will be the same. These are: Self-Realization, Human Relationships, Civic Responsibility, and Economic Efficiency.*

"In order to develop a curriculum to meet the needs of the mentally retarded, it is necessary to understand him as an individual. Because of the individual's deviation from the normal, his education will be geared to the achievement of a maximum degree of personality development and social competency in a learning situation. He must be guided to acquire a sense of security, of adequacy, of belonging, and the ability to face realities. The individual must learn to recognize his strengths and his weaknesses, to develop his potentialities, and to adjust to those weaknesses which he cannot overcome.

"Education presents a continous challenge to the individual according to his maturational level and should be centered around his experiences and immediate needs.

*N.E.A. Educational Policies Commission Report, 1937

"The goals of the Newark program for the mentally retarded are (1) the development of the individual pupil's personal, social, and educational skills to their highest possible levels, and (2) the provision of a climate for learning in which pupils may experience success."

Today, as then, the purpose of a curriculum guide in "Social Living" is to enrich those experiences to which both teachers and students are exposed, so that maximum social growth and maturation, so necessary for living in today's world, can be attained.

William Denberg, Director
Department of Special Education
and Child Guidance

IN–SERVICE

The Social Studies Curriculum Guide for Teen-age Educable Mentally Retarded Pupils is composed of five major areas:

Family Relationships
Transportation
Learning and Living in New Jersey
Communication
Consumer Education

These areas were selected as priority units by the Social Studies Committee for Educable Mentally Retarded Pupils, Newark Board of Education. The committee, composed of administrators, teachers, parents, employers of the Educable Mentally Retarded Pupils and interested community resource persons, felt that these five basic areas would offer substantial background of information, attitudes, and appreciations for the retardates.

The guide suggests a structured approach to Social Studies, by age levels, for the teen-aged EMR. It offers three one-year classifications, 13-14, 14-15, 15-16, and suggests a fourth level, 16-19. This fourth level will be used for extending, refining and enriching the units suggested for the 13-16 levels.

The fourth-year level will also provide opportunities for independent and semi-independent experiences, Vocational Education, Work-Study, Cooperative Industrial Education, On-the-Job Training, Sheltered Workshops, Driver Education, and Family Education.

Presentation of the units by age levels as suggested by the guide will provide a standardized developmental approach to areas of social living for the teen-age Educable Mentally Retarded Pupils.

Time limits for each unit are not suggested by the committee. It is felt that the cooperative ventures between the teacher and administrator will produce the desired time allowances and provide the necessary flexibility for successful implementation of the guide.

Suggestions for Implementation of Guide

The committee feels that the suggestions and aids below will prove helpful in the implementation of this guide.

After consulting the curriculum guide, the teacher adjusts her program to the needs, interests, abilities, and maturity of the pupils.

Initiate a program to gather funds for an after-school program of cultural enrichment in which all students of the school are invited to participate. This is an excellent culmination activity for the unit - "Learning and Living in New Jersey." Refer to "Leisure Time Opportunities," pp. 77-82.

Utilize the services of business people, workers, artists, parents, and other community figures whose occupational and avocational pursuits may be of interest and benefit to the students.

Be always alert for new materials in many forms. Contact the Audiovisual Department, the Curriculum Office, and the Textbook Library for information on past or proposed evaluations.

Teacher References:

Filmstrip Catalog (latest ed.)
Depart of Libraries and Audiovisual Education, Newark Board of Education

How to Use Classroom Films
15 min. color

Motion Picture Catalog (latest ed.)
Department of Libraries and Audiovisual Education, Newark Board of Education

WBGO Program Guide (Published yearly)
Department of Libraries and Audiovisual Education, Newark Board of Education

TEACHER REFERENCES, continued

Audio-Visual Resources for Use in Classes with Puerto Rican Children in Junior High Schools. New York: New York City Board of Education, Bureau of Audio-Visual Instruction, Dec. 1956. 53 pp.

Levels Among Teenage Educable Pupils

First Year Level 13-14	Second Year Level 14-15	Third Year Level 15-16	Fourth Year Level 16-19

These levels roughly approximate the experience of the students in the program for teen-age EMR youth.

Each of the five areas should be treated at every level. This means that the student will be exposed to the same unit more than once, receiving different emphasis at each level. The student's real life experiences and problems, when taken into account, will assure that each presentation of the unit is a distinct educational experience.

FAMILY RELATIONSHIPS

The unit on Family Relationships discusses a variety of family units. A better understanding, with respect for all families, should be engendered.

The idea should be established that each person's contribution in the family constellation is important. The EMR must gain a sense of pride and self-worth in himself and in the family.

The youth of today will be the parents of tomorrow. This unit is designed to help pupils aspire to more desirable and acceptable concepts of parenthood responsibilities and family living.

We must help pupils to express their opinions and to listen to the opinions of others in order to achieve happier and healthier family groups in which there is open communication. The family is the basic group in our society and should provide wholesome motivation for developing and improving that society.

	First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
Social Studies Subject Area				
Family Relationships	The home as the basic unit of our society Education in the home Moral and spiritual values in the home Sex Education*	The role of the home in the community Community resources Moral and spiritual values in the home Sex Education*	Educating the pupil for parenthood, as a recommended unit for study, to be included as directed by the administration. Moral and spiritual values in the home Sex Education*	Moral and spiritual values in the home Sex Education*

* In keeping with the regulations of the Newark Board of Education

SAMPLE EXPERIENCE UNIT: FAMILY RELATIONSHIPS

I. Objectives - Expected Outcomes

A. Knowledge and Understandings

1. To learn the structure of a family.
2. To learn about the members of a family.
3. To learn the important contribution of the family to each member.
4. To learn the duties of a family member.
5. To learn the responsibilities of a family.
6. To learn the function of a family.
7. To understand similarities and differences in families.

B. Habits and Skills

1. To learn how to take notes.
2. To gain skill in oral and written language.
3. To develop the ability to recognize the role of each member of a family
4. To develop the ability to collect and prepare information.

C. Attitudes and Appreciations

1. Appreciation for family relationships.
2. Appreciation for the home as the basic unit of our society.
3. Appreciation for education in the home.
4. Appreciation for communication in the home.
5. Appreciation for spiritual and moral values in the home.
6. Appreciation for teamwork.

II. Content Elements of This Unit

A. Establishing family background.
B. Recognition of family units.
C. Understanding structure of families.
D. Understanding roles of members of a family.
E. Recognition of importance of education in a family.
F. Understanding changing roles of family members.
G. Understanding family standards.
H. Recognition of importance of communication in the home.
I. Appreciation of moral and spiritual values in the home.

III. Experiences and Activities to Achieve Objectives

A. Activities to Get Information

1. Select pictures from magazines that denote family life for pupils.
2. Make a study of families that you know.
3. Visit a classmate's family.
4. Prepare a classroom display of family photographs.
5. Prepare interviews with various members of a family to determine their duties.

B. Activities to Use and Organize Ideas

1. Language activities
   a. Discuss plans for carrying out the unit.
   b. Discuss plans for an assembly program.
   c. Discuss plans for contacting resource people.
   d. Discuss plans for field trips.

2. Vocabulary to be developed and clarified
   (Refer to bibliography at end of unit.)

3. Reading - Prose and Poetry
   (Refer to bibliography at end of unit.)

4. Creative Activities: Creative writing, Arts and Crafts, Dramatics
   a. Debates
   b. Dramatizations
   c. Developing Photo Albums
   d. Keeping Notebooks
   e. Singing Songs
   f. Learning Poetry
   g. Engaging in Socio-drama
   h. Co-ed activities
   i. Making Murals
   j. Making Dioramas

C. Summarizing Activities to Share Experiences

1. Display of notebooks on family relationships.
2. Display of pictures.
3. Display of reports.
4. Bulletin board display of family songs.
5. Reading selections concerning families.

IV. Materials and Bibliography

A. Materials Needed
(Refer to "Materials" list in unit.)

B. Teacher References - Books, Magazines
(Refer to bibliography at end of unit.)

C. Pupil References
(Refer to bibliography at end of unit.)

D. Visual-Auditory Aids - Films, Records, Pictures
(Refer to "Professional Bibliography and Audio-Visual Aids" list at end of guide.)

V. Evaluation and Criticism of This Unit

A. Appraisal by Teacher

1. Have pupils learned a greater understanding of family relationships?
2. Have the pupils' skills in oral and written language improved?
3. Have the pupils gained more ability in taking notes and giving reports?
4. Has each pupil engaged in a variety of activities in the development of this unit?
5. Did the teacher provide opportunities of each pupil to succeed on the level of his or her ability?
6. How can the teacher improve the unit another time?

B. Appraisal by Pupils

1. What interested me most about the unit on family relationships?
2. How will I do my part in improving family relationships?
3. Do I have a better understanding of the home as a basic family unit?
4. Do I now have a better understanding of the roles of family members?
5. Do I know where to get information about family relationships?
6. How can I become a better family member?
7. Am I now a more responsible family member?

VI. Vocabulary
Objective: To clarify concepts and to study vocabulary pertinent to the unit.
The final quiz might employ questions at the end of this unit.

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
The home as the basic unit of our society Members of home Immediate family Others Established head of home (father) Protection Financial support Family direction (autocratic shared, democratic) Role of pupil in home Valuable contributor Apprentice to parent Older members as example for younger members Mother Works Participates in civic affairs Shares child rearing responsibilities with institutions outside of home, such as nursery schools.	Discussion Identification and function of each member of the family Story-telling Role-playing Show and discuss filmstrips from "Better You" Series (McGraw Hill)	Have discussion of pupils personal concepts of a "typical" home. (Stress that there is no "ideal" home and that each home is valuable.) Make bulletin board display of photos of pupils and members of their families. Discuss role of family members, and responsibilities of family members, stressing that this may vary from family to family and culture to culture. Discuss similarities among all families irrespective of ethnic, racial, or national origins. Build dioramas.	Films Filmstrips Family photographs Books **Steps in Home Living** F. Beiff Chas. A. Bennett Co. Peoria, Ill. 1966 **Your Home and You** C. Greer & E. Gibbs Allyn & Bacon Inc. 1960 **Home and Family Living** H. Fleck, L. Fernandes, E. Murves Prentice-Hall Englewood Cliffs, N.J. 1959 Pictures **Teaching Pictures** David C. Cook, Publisher

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
The home as the basic unit of our society, continued Children Greater role in family affairs More independent financially More privileges Entertaining and dating Less parent companionship Sometimes serve as "substitute" parents Father Not always sole family support Spends greater amount of time away from home on second job, etc. Is less involved in family direction Distribution of responsibilities among members in the home (with flexible schedule) Cooperation in the home Respect for rules of the home (based upon family standards) Acceptable use of telephone, radio, and television privileges	Anonymous personal questions written by students should be placed in a "question box." Questions should be taken from box and read aloud. Solutions should be suggested by the entire class. Discussion Show and discuss filmstrips from "Better You" Series.	Plan and present a debate on the role of the head of the family, (Stress that it should generally be the father, but, due to circumstances, may be mother, grandmother, grandfather, aunt or others.) Prepare class handbook with tips for entertaining and dating. Discuss reasons why older family members should set good example for younger members; why rules should be followed (and consequences when rules are broken). Discussion: What kind of parent would you like to be? Why? Plan and present a debate on whether or not children should be involved in establishing family rules. Build dioramas. Pupils' innovative ideas should be included.	Films Wall charts on family groupings and activities Magazines Life Look Ebony, etc. Filmstrips "Better You" Series (McGraw-Hill) Records Newspapers Tape Recorder Pictures Transparencies Overhead Projector Pipe Cleaners Clay Other arts and crafts materials

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
The home as the basic unit of our society, continued			
Experimenting with electrical appliances and other valuable family property		Make a list of "safety do's and don'ts around the home."	Instruction sheets Appliance care manuals Labels
Experimenting with pills, poisons, etc.	Discussion of prescription and nonprescription medication.	Plan and present playlets on honesty, reliability, consideration for the rights of others, etc.	Prescriptions
Regard for personal property of others (stress money)	Stress importance of reading labels and following dosage and timing directions.		Recipes Filmstrips
Responsibility and decorum when parents are away from home		Plan "co-ed" activities as luncheon or tea, followed by discussions.	
Proper attire		Plan a "Family Evening." Arrange for dialogue between parents and children by distribution of prepared questions. Serve refreshments.	
Regard for personal privacy of family members			
Consideration for rights of others			

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Education in the home Newspapers Magazines Radio & Television programs Books Records Parents are assuming a greater role in public education (partly as a result of more leisure-time). Communication in the home Need for family communication Effects of non-communication Understanding of family goals Willingness to work with and for one another Moral and spiritual values in the home Devotional services Honesty Reliability Truthfulness Family rapport Family goals and standards The dignity of labor Self-control Respect for authority Understanding and acceptance of the limitations within ourselves and others Self-reliance	Discussion of P.T.A., School Community Association, Advisory Committees Present background materials. Consider relationship of family to church, synagogue, mosque, or other religious centers. Consider relationships of family members to scouts, Y, Boys' Club, Neighborhood Houses, and Community Centers.	Make family TV guide and schedule. Make individual reports on educational activities in their homes. Small group activities, stressing leadership: group approach to solve problems that might exist within a family. Keep daily summary lists of class activities, to be shared with parents.	Books Magazines (Family) Pictures Newspapers (local) TV guides & program listings Films "Am I Trustworthy?" (Coronet) "Developing Your Character" (Coronet)

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Geographical influences affecting family living Urban vs. suburban vs. rural East, west, north, south (comparative study)			
Preparation for one's own family	Discussion	Adapt TV Dating Game (co-ed).	Films
Choosing a spouse Interests Health Education Occupation Personal attraction Religion Personal integrity Honesty Adherence to laws Ability to spend money wisely Family-size Responsibilities of marriage partners Personal interaction Lifetime goals	Call in resource persons Nurse Social Worker Minister Doctor Marriage Counselor	Make a personality chart. Discuss hobbies and interests. Engage in socio-drama or role-playing. Prepare individual "mate-selection" chart.	Record Player Records Magazines Newspapers (local) Filmstrips Pictures Art Supplies

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Marriage Discuss the kinds of marital relationships Conventional Unconventional	Discussion Question & answer Role-playing	Visit bridal shops and Men's formal wear shops Plan a wedding and honeymoon.	Wedding invitations Dinner menus Travel brochures
Customs and ceremonies of marriage in the United States		Construct wall chart depicting roles of marriage partners.	Photographs
Discuss plans for marriage ceremony		Prepare sample budget.	
Marriage plans Type of wedding Honeymoon Home Budgeting Housekeeping Responsibility for maintaining a family Sharing duties			
Love and companionship		Attend school dances.	
Community resources		Visit agencies Boys' Club Center for the Arts Day Care Council Council of Social Agencies YM-YWCA Legal Services Urban League Pre-school Council Neighborhood Houses Libraries, museums Homes and hospitals	Brochures (agencies)
There is a greater awareness on the part of the modern family of social changes, economic standing, and changes in living conditions. This is partly reflected in the number and variety of community resources available for family use.	Identify Discuss		
Independent activities		Role-playing: Hold mock family discussions around the dinner table.	

FAMILY RELATIONSHIPS, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
The role of the home in the community The family as a neighbor Family responsibilities to the neighborhood Care and up-keep of home	Question and answer Role-playing Contact Sanitation Dept. Request resource person to visit school. Contact Shade Tree Division. See representatives of Public Service Electric and Gas Co. See representative of Water Department. See representative of Telephone Company.	Report on members of their families who are involved in school and community activities and projects. Write endings for open-end stories. Make written and oral reports on conditions in and around the home; the neighborhood. Are they good? Are they bad? How can improvements be made? Visit model home or apartment. Make school survey of repair needs and report to custodial department. Discuss pros and cons of apartment-living versus home-ownership. Home ownership Stress permanency Strong identification with home Renting Lack of Permanency Lack of strong identification Ease of mobility Draw map of home and school neighborhoods.	Community Helpers (Continental Press) Teaching Pictures (David C. Cook Publishers) Magazines on homes and gardens Art Supplies Books

FAMILY RELATIONSHIPS

VOCABULARY LIST

family
husband
wife
children
house
home
apartment
members
democratic
participate
respect
cooperate
responsibility
messages
privacy
dependent
independent
foster parent(s)
substitute parent(s)
sharing
continuity
sibling

guardian(s)
rearing
personal
privileges
"head" of a family
nutrition
schedule
rules
electrical appliances
medicine
label
caution
poison
patent
prescription
antidote
dosage
experiment
communication
newspapers
books
compatibility
utilities

magazines
reliable
self-control
strict
problems
decorum
"respect for authority"
urban
suburban
suburbs
dating
entertain
spouse
occupation
attraction
education
interaction
prepare
marry
divorce
attire
consideration
moving and storing

ceremony
marital vows
custom
conventional
traditional
invitation
trousseau
wedding
honeymoon
establish
budget
plan
financial
companionship
pride
up-keep
incinerator
Sanitation Department
recreation
community
neighborhood
permanency

Sample test for Unit on Family Relationships

ANSWER TRUE OR FALSE:	True	False
1. Older members of the family should set good examples to younger members.	____	____
2. The individual is the basic unit of our society.	____	____
3. Younger family members usually imitate adult family members.	____	____
4. There are several kinds of family groups.	____	____
5. Each family should have a "head of the family."	____	____
6. Members of a family should be cooperative.	____	____
7. Younger members of the family should not take part in family discussions.	____	____
8. It is permissible to do as we please in the home.	____	____
9. Each member should share in the upkeep of the home.	____	____
10. Older members of the family do not have chores.	____	____

Sample Essay test for Unit on Family Relationships

1. What makes a house a home? State some of your personal views on the various components that are needed in a home.
   a. Is every home the same?
   b. State the similarities found in homes.
   c. State the differences found in homes.

2. Should a home have a head of the household? Who should be the head of a home? Why?

3. Why should members of a family respect the head of a home?

4. Why should members of a family understand the job responsibilities of older members of the family?

5. Do you think children should have their own keys? State advantages and disadvantages.

6. When should a mother go to work to maintain her family? Discuss ages of children, needs of family.

7. When should children begin to assume family responsibilities? Discuss age and duties.

8. Do you approve of mothers working? Why?

9. Describe the responsibilities of mother, father, and children in a family.

10. Should children set their own schedule at home?

11. Should parents be strict? In what ways? Why or why not?

12. Should children be included in family discussions? At what age?

13. How can you improve education in your home?

14. Should members of the family amuse themselves only with television, radio, and record player?

15. Why should homes have rules about friends and telephone usage?

16. How does your neighborhood affect your family?

17. What is your family's responsibility to the neighborhood?

18. Do you approve of the family's becoming involved in community affairs, such as education, politics, and social reforms? Why?

19. What is your idea of a "good family"? What are some of the important requisites?

20. What are some of the problems encountered by family members in an unstable home?

21. Why are foster homes and foster parents necessary?

22. If there are problems in a home, what agencies should be contacted?

23. At what age should teenagers begin to date?

24. How should young adults prepare for marriage and family life? State your views.

25. Should there be a courting period? How long should it last?

26. What are your family customs?

27. What traditional foods does your family enjoy?

28. How does your family arrange to get the necessary work done?

29. What kind of recreation does your family have as a group?

30. Do you think teenagers should tell their parents where they are going and with whom?

31. How do you feel about divorce in a family?

32. What are some reasons that people marry a second time?

33. How can we help solve problems affecting members of the family such as drugs and alcohol?

34. Should adult family members contribute financially to the upkeep of the family?

35. How are families affected by compulsory military serivce?

36. Why is it important to maintain sanitary conditions in the home? In the neighborhood?

37. Why is family planning important?

38. Discuss effects of family mobility.

39. What is your idea of an "ideal" family?

40. What are some of the considerations for home entertainment?

41. Where can a family go for help in case of emergencies?

    a. Fire
    b. Health (physical and mental)
    c. Financial (welfare, jobs)
    d. Educational (schools, training centers)
    e. Social (nurseries, public institutions for aged, disabled, and delinquent, visiting nurses, and homemakers)
    f. Legal
    g. Housing

42. How can a family provide for privacy of its members?

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FILMS
(Available from Audiovisual Center)

Allen is my Brother 11 min., color
Shows relationship between brother and sister.

Choosing for Happiness 14 min.
How the problem of choosing the right boy friend can be solved.

Dating Do's and Don'ts 14 min.
Suggestions for conduct when dating.

How Do You Know It's Love? 13 min.
An explanation, for teenagers, of the difference between infatuation and real love.

Moving Day-Jimmy's New Neighbors 11 min.
A new home brings new neighbors and friends.

Our Family Works Together 11 min.
This shows the importance of family cooperation.

Patty Corman, Little Helper 11 min., color
How Patty helps her family who live on a farm.

What it Means to Be an American
22 min., color
Explains how children of two families have learned to do their part the American way.

BIBLIOGRAPHY

FAMILY RELATIONSHIPS

OTHER TEACHING AIDS AND DEVICES

The Family (cutouts)
Milton Bradley, Springfield, Mass. 01101

The Family (cutouts)
Reiniches, Goshen, Indiana 46526

The Family (transparencies)
Visual Products Division, 3M Center
St. Paul, Minnesota 55101

Magic Mary Dolls (Cutouts)
Milton Bradley, Springfield, Mass. 01101

Marriage And The Family (transparencies)
Visual Products Division, 3M Center
St. Paul, Minnesota 55101

Vinyl Family Hand Puppets
J.L. Hammett, Union, N.J. 07083

Worth Waiting For
Science Research Associates, Chicago,
Ill. 60611
(materials re: sex, love and marriage)

FAMILY RELATIONSHIPS

FILMSTRIPS

Our Homes
Eye Gate House, Inc.
Jamaica, N.Y.
Typical family experiences are shown in this series. They should prove useful in developing good group relations and understanding of people of varying backgrounds with whom children come in contact.

At Home With Ruth
Tom's Farm House
Alice in Her House
Jackie in His House
Dick and His Family at Home
Ann's Ranch House Home
Helen's Home in the South
Rose's Village Home
Joe's Home in New England

Cathy Writes An Essay
Eye Gate House, Inc.
Jamaica, N.Y.
Cathy's homework assignment was to write an essay on the life of Thomas Jefferson. But there was a program on television Cathy wanted to watch. So Cathy watched the program and copied her essay out of a book. Imagine her dilemma when her essay was selected as the school's entry in a statewide essay contest. What should Cathy do? Should she confess that she had cheated, that her essay was not original?
4 min. Color.

Jane and The Five Dollar Bill
Eye Gate House, Inc.
Jamaica, N.Y.
The sweater Jane saw in the specialty shop cost $4.98. Jane had less than four dollars in her wallet and, when she started to leave the shop, saw a five dollar bill lying on the floor near the doorway. Jane quickly picked up the money and put it into her purse. Just then, the door opened. It was Jane's friend Laura, out of breath because she had been searching for five dollars she had lost either in the shop, or on the street. What should Jane do?
4 min. Color.

Bob Goes to A Party
Eye Gate House, Inc.
Jamaica, N.Y.
Bob was thrilled when Judy invited him to her party. Bob liked Judy and had been trying for a long time to get up enough nerve to ask her for a date. Bob wanted to impress Judy and her friends so he decided to do a few tricks. The punch bowl turned over. Judy's dress was drenched. When Bob asked her for a date, Judy replied that she did not go out with clowns.
4 min. Color.

FILMSTRIPS, continued

Dotty's Big Date
Eye Gate House, Inc.
Jamaica, N.Y.
Tom had telephoned Dotty and asked her to go on a double date with him. Dotty wanted Tom to like her, to ask her out again. She rejected her own wardrobe as too juvenile, and borrowed a fancy silk dress and a pair of high-heeled shoes from her older sister. Tom took Dotty on a picnic. Dotty's troubles began when her high heels kept getting stuck in earth. Tom took her home in great disgust. Dotty was sure he would never date her again.

Family At Home
25 FR Color
Jam Handy
1951 PL
Shows family at home.

Boy Meets Girl
30 FR Color
Eye Gate House, Inc.
Jamaica, N.Y.
1955 IJS
Shows how a boy and girl should act when dating.

TRANSPORTATION

TRANSPORTATION

This unit on Transportation is relatively new to the educable mentally retarded pupil. Although he may be aware of the various means of transportation within his environment he should also be made aware of the various means of travel and transportation beyond his environment.

The needs of the educable mentally retarded pupil must be met through a general knowledge of the areas of travel and transportation, an awareness of the facilities available to travel, the presentation of certain guidelines for safety, and, finally, the preparation of the pupil for Driver Education, and national and international travel.

Social Studies Subject Area	First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
Transportation	Methods of travel Means of travel Cost of travel Traveling in our city Getting to places on time Travel for leisure Travel for work Travel for visitation	Travel skills Signs and directions Travel aids Safety, and hazards of travel Travel for leisure Clothes for travel Eating while traveling Sleeping while traveling	Preparing to drive Economics of travel Job classification Importance of time Travel for leisure	Driver Education International travel Travel for leisure Hotels and motels Budgeting for travel

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Introduction to transportation as a means of personal mobility. Methods of travel List and discuss various methods of travel Walking Bicycle Motorcycle Car Station wagon Truck Bus Train Subway Airplane Ship	Introduce and discuss transportation as related to communication: Establish a background of travel History Need for travel School Work Vacation Emergencies Recreation Leisure	Discuss personal experiences with various means of travel. Construct a time line (1492 to present). Construct a bulletin board display on modes of travel. Discuss each of the methods of travel, utilizing panel discussion technique. Compile a notebook. Arrange class in four working groups. Each group will be assigned one of the travel areas: land, sea, air, or rail. Each group will be responsible for detailed report of its assigned area. Report should include: art, music, information, use of models and other creative activities. Develop a list of terms connected with this unit, such as: route, signals, subway, etc.	**Resource Center** Transportation models may be obtained from Lending Department of the Newark Museum. **Film** "Our Shrinking World" McGraw, Audio-Visual Dept., Newark Board of Education. **Books** "Story Pictures of Transportation and Communication" Benefic Press, Westchester, Ill. "The Story of Wheels, Ships, Transportation and Aircraft" Petersham, J.C. Winston Co., Philadelphia, Pa. "At the Railroad Station" A. Beck & H. Fichter Melmont, 1958 "First Book of Automobiles" J. Bendick, 1955

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Means of travel	Discuss means of travel as follows: Kinds of travel Land (auto, bus, taxi) Water (ship, boat) Air (airplane, helicopter) Rail (train, subway) Location of travel centers Personnel connected with each mode of travel Travel routes Advantages and disadvantages of each kind Choosing the most practical mode of travel Discussion Assign committees to plan and prepare for a trip to a place of interest in our city. Contact community resource persons. Consultants Parents	Make models or cutouts of travel vehicles. Prepare bulletin board display of modes of travel and transportation workers. Make travel booklets. Prepare individual maps showing location of travel centers (stations, terminals, and airports), routes of travel (major and personal). Locate travel centers, routes, bridges, tunnels, waterways, railroads, and points of interest on dittoed maps. Plan a trip to a local travel center. Collect time schedules for various ways of travel. Perform arithmetic activity in scheduling.	Pictures Films Filmstrips Maps City State Route Cultural Overhead projector Filmstrip projector Motion Picture Projector Compasses Travel pamphlets Time-tables Maps Notebooks Games Hotel and motel brochures Travel posters N.J. Driver's Manual Advertisements

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Getting to places on time	Discuss: Importance of being on time. Role-playing Contact resource persons: Bus driver Airline hostess Travel agent Pilot	Prepare time work sheets Schedule of day's activities Calculating amount of time needed to travel from place to place	Clock Calendar Compass
	Discuss and report: Cost of Travel Bus fares - transfers Taxi fares Train fares to nearby cities Air fare to nearby cities (helicopters) Boat fares (cruises and excursions) Ability to recognize the best ways of travel Tipping Luggage Selection Use Care	Report on costs of fares Arithmetic problem-solving related to costs of travel Role playing: bus driver taxi driver stewardess conductor hostess travel agent Study maps Make relief maps Practice using compasses Do exercises in map-reading Compute mileage Estimate time and distance Develop vocabulary	Money Transfers Bus tickets Travel brochures Tokens Credit cards Commuter tickets Maps Time zone Road Cultural Road atlases Tour brochures from Chamber of Commerce Encyclopedias Map and globe skills kit (SRA)

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Signs and directions Speed limits Road conditions Radar Entrances and exits Weather warnings Schedules Hazards Safety precautions	Illustrate Discuss Demonstrate Invite a policeman to discuss safe travel with the class. Invite a truck driver or a bus driver. Invite a toll-collector or a ticket agent.	Make typical road signs and set up traffic corner. Make and place signs around classroom (exit, entrance, north, south, east, west, one way, etc,). Prepare bulletin board displays. Use telephone, radio, television, and newspapers for weather reports. Use N.J. Driver's Manual. Plan class trips for oral and/or written reports. Prepare schedule and compute cost per pupil. Plan family or personal trips. Prepare and present reports on personal or family trips. Write letters inviting parents and consultants to share their travel experiences with the class.	Set of road, community service, and safety signs Time-tables Bus and train schedules N.J. State Driver's Manual Stationery Stamps Pens

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Money Traveler's checks Tokens Transfers Credit cards Bank checks Commuter ticket books	Illustrate Discuss Demonstrate	Examine and discuss the various forms of money that can be used when traveling. Prepare a personal identification card.	Tokens Transfers Blank Checks Commuter ticket books Traveler's checks Credit cards
Emergency help Medical (first aid) Mechanical (services) Social services (Red Cross, Salvation Army, Traveler's Aid)		Examine travel insurance policies. Prepare travel inventory check-list (include emergency telephone numbers, destination, route, daily schedule, special health information, sufficient money, clothing and food).	Travel insurance policies
Insurance Need Types How and where to obtain	Discuss		
Travel facilities Information booths in stations and terminals, on highways, and in police headquarters	Discuss Plan trip	Prepare a list of games and activities to assist in keeping children occupied while traveling.	Game booklets Game bag Prepared maps from A.A.A., M.C.A., etc.
Travel Services M.C.A. A.A.A. Public Service Major oil companies Gas stations Travel agencies			

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Travel facilities, cont'd.		Make a set of rules on proper use of public rest areas.	Brochures from: Hotels Motels Guest Houses
Rest Areas Stations, terminals On public conveyances Roadside Restaurants Gas stations Overnight facilities Types of accommodations Hotels Motels Guest Houses Private Homes Reservations Safe conduct	Discuss use of public facilities. Discuss Safety habits Acceptable deportment Mental alertness Physical fitness Questions and answers What are some of the hazards of travel? Utilize pupil's personal experiences.	Write letters requesting overnight accommodations. Role-playing: Call a hotel or motel to make reservations. Raise questions and seek answers. Make charts illustrating travel hazards. Make booklets on safety. Make safety posters. Make bulletin board display on travel rules. Compile list of travel hazards. Listen to radio rush hour traffic reports. Discuss implications. Plan and present a mock traffic report program.	Stationery Stamps Pens N.J. Motor Vehicle Manual Bicycle Manuals Films Books School rules booklet Resource Centers (bus and air terminals, airports, travel clubs) Radio reports

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Travel Facilities Etiquette Speech Conduct Hygiene Smoking Eating Courtesy Dress Radio Moving about	Discuss Travel laws (include bicycle registration, jaywalking, etc.) Emergency telephones (along highway) Use of flasher and other emergency signal devices	Perform class plays emphasizing travel etiquette. Plan field trips using conveyances and utilizing points covered in discussion. Plan "travel tips" booklet.	Booklets from Essex County Park Commission, travel agencies,government agencies, and chambers of commerce. Materials from manufacturers of records, clothes, and personal products.

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Preparing to Drive	Discuss values Develop good attitudes toward safety rules. Develop proper attitudes toward others. Develop responsibility.	Discuss school regulations and how they compare to the rules of the road.	Films Filmstrips
	Discuss and report on cost of vehicles, up-keep, driving cost, maintenance and care, mechanical work, body work.	Perform arithmetic activities and problem-solving. Analyze classified ads re: auto sales.	
	Introduce jobs in transportation: truck driver, bus driver, taxi driver, conductor, toll-collector, ticket-taker, chauffeur, gasoline station attendant, mechanic, helper, porter, car washer, warehouseman, etc.	Compare new and used cars, American and foreign cars. Report on members of the family in various transportation jobs. Make check-list of jobs available locally.	Travel brochures Car advertisements from newspapers, magazines, and trade publications.

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Importance of time (Related to travel)	Importance of time Getting to work on time Team work - chain only as strong as its weakest link. Relief responsibility. Using time to overcome the hazards of travel. Weather, accidents, detours, overcrowded busses. Car pools, responsibility to other riders. Time as a safety factor on the road Avoiding accidents Observing speed limits Extending the lifetime of your vehicle Values of travel for leisure: relaxation, vacation, education, culture	Discuss various aspects of the importance of getting to work on time. Compute personal loss of salary due to tardiness. Report on accidents listed in newspapers and on radio. Discuss causes and possible prevention. List "places we like to go for relaxation". Locate above places on a map.	Films Filmstrips Paycheck stubs Income tax forms Insurance bills Hospital bills Doctors' bills Highway plans Map Timetables Travel folders

TRANSPORTATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
	Travel for leisure, continued	Prepare individual timetables using pupils' selections of definite "places we would like to go."	
	Preparation for travel: Safety check Timetable Money, credit cards Travel clubs		
	Special function of driver education teacher.	Practice driving and taking test.	Training cars Family cars
	Refer to travel agencies to obtain information on appropriate rules and regulations.		

TRANSPORTATION

VOCABULARY LIST

transportation
travel
vacation
emergency
recreation
leisure
route
subway
station
terminal
tunnel
"point (s) of interest"
map
relief map
atlas
boundary
legend
mileage
direction
compass
travel agent

airline hostess (stewardess)
conductor
fare
cruise
excursion
luggage
baggage
schedule
transfers
tokens
commuter
commutation ticket
mobility
credit card
check
traveler's checks
time zone
personal check
bank check
speed limit
hitch-hiker

radar
parkway
turnpike
toll(s)
exit
entrance
one way
detour
timetable
distance
first aid
information
information center
information booth
insurance
insurance policy
identification card
destination
departure
arrival time
snack bar

VOCABULARY LIST, continued

agency
rest area
roadside stand
guest house
hotel
motel
accommodations
reservations
telegram
vehicle
hazard
safety
flasher
signal
traffic report
etiquette
conduct
manners
classified ads
chauffeur
attendant
warehouseman
"car pool"
relaxation
culture
travel club
vacancy
tour
guide

Sample Test for Unit on Transportation

MATCH COLUMN I WITH COLUMN II

COLUMN I

Travelers' Checks	_____	1. Issued by bus companies to reduce cost of transportation.
Tokens	_____	2. Issued by major companies to responsible persons as deferred payment for goods received.
Transfers	_____	3. A personal type of money that must be endorsed before exchange.
Credit Cards	_____	4. A form of exchange issued by a bank and personally signed by the depositor.
Personal Checks	_____	5. A money substitute used in traveling on a bus or subway.
Commuter Tickets	_____	6. A number of tickets sold at a reduced rate for travel.
Bank or Manager's check	_____	7. A check issued by a bank in place of money.

Vocabulary:	agency	express
conversation	transfer	communicate
telegram	travelers' checks	schedule
diction	tokens	departure
timetable	parkway	information
arrival	turnpike	terminal
reservation	tolls	dialogue
commuter	destination	accommodations
mobility		

Sample Essay Test for Unit on Transportation

1. What is transportation? Give a detailed report.

2. Name some of the kinds of transportation. Which is the most important?

3. Has transportation changed? Have the changes been for the better? Why?

4. Do you know anyone who is involved in earning his living from transportation?

5. How has transportation affected our lives?
   a. food
   b. clothing
   c. homes
   d. mobility (movement)
   e. education
   f. jobs
   g. recreation

6. Do you prefer the transportation of today to the transportation of long ago?

7. Is it important to learn how to utilize transportation facilities? Why?

8. When do you exercise the opportunity of using walking, bicycle, motorcycle, car, bus, train, subway, airplane, taxi, or ship? Make it brief.

9. How would you make a map of the route you take to school?

10. Does a list of directions to find a new place help you? How?

11. Should a person who handles his own means of travel be aware of rates, directions, areas?

12. Where do you get information before going to a new destination, such as school, job, or resort?

13. Why are there signals and road signs set on streets and roads?

14. Name some signals for safety, some road signs, some street signs.

15. Is it important to know about weather conditions if you plan to travel? Why?

16. Is it important to know how to travel in the city? List some things you must know.

Sample Essay Test for Unit on Transportation, continued

17. What is a timetable for a train, bus, plane?

18. When do you refer to a transportation schedule?

19. What must you remember to do before you go on a trip? Make a list.

20. Why must you have knowledge of rates of fare on a bus, taxi, train or boat?

21. Whom do you tip? When should you tip?

22. What are bus tickets, transfers, tokens, credit cards?

23. Identify bus driver, taxi driver, stewardess, conductor, hostess, and travel agent.

24. Why must you know the mileage to the destination when you plan a trip?

25. Give some reasons why you must observe the following when you take a car trip:
    a. speed limits
    b. highway markers
    c. entrances and exits
    d. weather warnings
    e. timetables

26. If you have difficulty when traveling with a car whom can you contact?

27. If you have difficulty when traveling on a train whom can you contact?

28. If you have difficulty when traveling on a bus whom can you contact?

29. Why should you have travel insurance when traveling?

30. Should your transportation vehicle be insured? Why?

31. What are some of the important items to be listed on a personal identification card? Why?

32. What agencies can help you plan a trip? List as many as you can.

33. Is it important to know about eating areas, rest areas, and sleeping accommodations on a car trip? Why?

34. List safety rules to be aware of when you travel in a car and your vehicle becomes disabled.

35. How is travel etiquette important when you travel on a bus, train, plane, or boat? List important items to remember such as:
    a. deportment
    b. appearance
    c. sufficient money
    d. attitude
    e. personal habits (smoking, drinking, eating, language)

36. What is luggage? What is important to remember about luggage on planes?

37. What is a cruise, plane trip, boat trip, vacation, business trip, tour, excursion?

38. Why is it important to arrive on time?

39. Do people travel more or less today? Why?

40. When do you travel for leisure? Should you prepare for leisure travel?

41. What are the advantages of knowing travel information?

42. In order for you to become independent it is important to learn how to drive a car. Why?

43. Does travel bring people and places closer? How?

44. In a day of public transportation do you think people must know how to travel? List some things they must know.

45. Transportation has (increased or decreased) in importance today. Describe some new kinds of transportation today.

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TRANSPORTATION

BOOKS

At the Railroad Station
Reck, Alma K. and Fichter, H.A.
Melmont, 1958

Big Book of Real Trucks
Zaffo, George J.
Grosset, 1950

Childcraft: the How and Why Library
Field Enterprises, n.d.
Vol. I-Poems about transportation

City at Sea
Moscow, Alvin
Putnam, 1962

First Book of Automobiles; rev. ed.
Bendick, Jeanne
Watts, 1966

First Book of Submarines
Icenhower, Joseph B.
Watts, 1957

First Book of Trains
Hamilton, Russell D.
Watts, 1956

Monorails
Harvey, Derek
Putnam, 1965

Pogo's Truck Ride: a Story of Motor Freight
Norling, Josephine and Norling, Ernest
Holt, 1954

Railroads Today and Yesterday
Buehr, Walter
Putnam, 1957

BOOKS, continued

Story of Lighthouses
Chase, Mary E.
Norton, 1965

The Story of Railway Transportation
Association of American Railroads
Washington, D.C.

Strange Craft
Buehr, Walter
Norton, 1963

Time for Poetry; rev.
Arbuthnot, May H. comp.
Scott, 1961
"Taking off" by M. M. Green
"Trains" by James S. Tippett

Trucks at Work
Elting, Mary
Harvey, 1962

Trucks and Trucking
Buehr, Walter
Putnam, 1956

Tunnels
Block, Marie
Coward, 1954

Wheels: A Book to Begin On
Clymer, Eleanor
Holt, 1965

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TRANSPORTATION

FILMS
(Available from the Audiovisual Center)

American Road 40 min.

Be Your own Traffic Policeman 10 min., color

The Bus Driver 11 min.

City Bus Driver 11 min., color

City Highways 13 min., color

The Freight Train 11 min.

Give Yourself The Green Light 24 min., color

Horizon Unlimited 17 min.

Ocean Voyage 14 min.

The Passenger Train 11 min.

Seaport 15 min., color

Trucking 8 min.

BIBLIOGRAPHY

TRANSPORTATION

FILMSTRIPS
(Available from the Audiovisual Center)

Animals in transportation
23 frames, color

Bob and Amy take an airplane trip
45 frames, color

Getting there and back-on land
34 frames, color

Getting there and back-on water
34 frames, color

Linda and Ben take a bus trip
45 frames, color

Modern land transportation
23 frames, color

Railroad in transportation
23 frames, color

Roads, bridges and tunnels
23 frames, color

Safety on the street and in vehicles
30 frames, color

Transportation on foot
23 frames, color

LEARNING AND LIVING IN NEW JERSEY

The intention of this unit is to provide an understanding of New Jersey and its people. The unit is set up in three sections:

1. Geography and Survey of Early New Jersey from 1664 to 1900.
2. Growth and development of New Jersey from 1900 to the present.
3. Twentieth Century New Jersey reflecting the dynamics of living in New Jersey and particulary in its major cities.

The section **Twentieth Century New Jersey** emphasized the rise of urban centers as sensitive areas and explores the values, attitudes, appreciations, knowledges, and skills necessary to live as a productive and worthwhile citizen of New Jersey. Although emphasis is placed on the city of Newark with its people and problems, any urban center of New Jersey could be treated in much the same way.

Learning and Living in New Jersey includes political science, vocational opportunities, civic responsibilities, and leisure time activities.

Learning and Living in New Jersey tries to offer guidelines for understanding some of our state's problem areas. Attention is directed towards an appreciation of the cultures and contributions of its people, paying special attention to the Afro-American and Puerto Rican populations.

An awareness of the assimilation process among earlier national and ethnic groups in New Jersey will facilitate a better understanding of the Afro-American and the Puerto Rican groups as subcultures. Using parallel situations, treat the Afro-American and the Puerto Rican as the Newark groups to achieve greater self-realization and effective participation in the mainstream of life in New Jersey and the nation.

	First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
Social Studies Subject Area				
Learning and Living in New Jersey	Geography History	Growth and development	Twentieth Century New Jersey - Government Urban growth and development Social and governmental agencies Civic responsibility Leisure-time opportunities Vocational opportunities	Vocational opportunities Work-study On-the job training Sheltered workshop Internship

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Geography of New Jersey Location, in relation to United States Size Boundaries Topography Waterways Climate Population Counties Capital Transportation	Explain and discuss geography of New Jersey, using maps, globes, atlases, films and filmstrips. Develop understanding of reasons for mining, farming, manufacturing, and commerce in different parts of the state.	Narrate a film (silent, or sound film, with sound turned off at appropriate points). Make outline maps (locate counties, major cities, rivers, etc.). Make a relief map showing topography. Assemble a notebook on New Jersey. Make a New Jersey alphabet relating to areas covered. (For example: "A" for agriculture; "B" for beaches; "C" for colleges.)	**Films** "This is New Jersey" "Exploring New Jersey" **Materials** Globes Atlases Pictures Games Puzzles **Equipment** Overhead projector Motion picture projector Filmstrip projector **References** World Book Encyclopedia Compton's Encyclopedia Golden Book Encyclopedia Encyclopedia Brittanica

LEARNING AND LIVING IN NEW JERSEY

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
History of New Jersey Survey of New Jersey from 1964 to 1900 Early settlers Origin and location of settlements in N.J. Identification of settlers N.J. as a colony Purposes in coming to N.J. Factors determining choice of sites Contributions to N.J. Individuals: Carteret, Berkeley, Treat Groups: Lenni-Lenapes, Puritans, Colonists Slaves introduced by Dutch during early 1600's Practice of slavery in N.J. was found to be profitable.	Discuss the problems of working and home-making faced by the colonists. Compare development of two sections of New Jersey settled by Berkeley and Carteret.	Prepare biographical sketches of early settlers. Make time line showing sequence of historical events in N.J. during this period. Make vocabulary lists of new words. Look up meaning in the dictionary. Trace the route of the early settlers and slaves from their native countries to America. Make wall scene showing kinds of homes various settlers lived in from earliest times to 1900.	Books Films Filmstrips Magazines Ebony Negro History Bulletin Life Look National Geographic **Sources of Materials** Stores and shops Boutiques Museums Attics Basements Senior Citizens

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Growth and development of New Jersey Government New Jersey one of the original 13 states New Jersey's role in American history, highlighting outstanding historical events Prominent figures in history, and government such as William Livingston, Clara Barton, James F. Cooper, Steven Crane, and Thomas Peterson	Outline and discuss the Revolutionary War and the Civil War. Develop understanding of the significant contributions of individuals in the areas of government, health, social service, literature, civic life, and industry.	Prepare report on prominent figures in history. Play roles of outstanding persons. Compile a list of biographical sketches of prominent figures. Make outline map of thirteen original states, showing dates of settlement.	Maps Books of history Books of fiction Museum exhibits Art materials for creative work

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Growth and development of New Jersey, continued	Distribute and study N.J. maps showing historical landmarks and important events.		Films from N.J. Bell Telephone Co.; "New Jersey" "Famous Women of New Jersey"
Molly Pitcher (Mary Hays Ludwig) as an inspiration to soldiers during the Battle of Monmouth		Collect and display postage stamps commemorating persons and places.	
Aaron Burr as 3rd Vice President of U.S.			
James Caldwell, the "Fighting parson"			
Grover Cleveland, U.S. President			
Walt Whitman, author of "Leaves of Grass"			
Historical landmarks and monuments Clara Barton Schoolhouse (Crosswicks & Burlington St., Bordentown)		Make a display of post cards picturing landmarks and monuments in New Jersey.	Brochures on landmarks, monuments, and other points of interest. Scenic map of New Jersey
Grover Cleveland's Birthplace (207 Bloomfield Ave., Caldwell)			

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Growth and development of New Jersey, continued Washington's Headquarters (Jockey Hollow, Morristown) Morven - Governor's Mansion (Princeton) Trent House (539 So. Warren St., Trenton) Old Barracks (So. Willow St., Trenton) Abraham Lincoln's statue (in front of Essex County Court-house, junction of Springfield Avenue and 13th Avenue, Newark) Military Park Washington Park Wickliffe Street School	Questions and Answers Documentary analysis	Plan field trips to Newark Library to visit the New Jersey Room and to the New Jersey Historical Society in Newark.	Know Your County Booklets from banks, industries, chambers of commerce.
Population Size and composition Industrial changes Creation of urban areas Development of Education		Construct graphs to show population growth and changes. Make reports on industries in various parts of New Jersey.	New Jersey Almanac U.S. Census Reports

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Growth and development of New Jersey, continued Higher learning; notably Princeton and Rutgers; state colleges, county colleges, and private colleges. Communication (newspapers, magazines, postal services, public meetings and forums, telephone, telegraph). Transportation: kinds, need for, and effect on growth of New Jersey. Immigration Foreign and domestic Interstate migration Influx of slaves Jersey City as a contact point for the Underground Railroad. Gouldtown, Cumberland County, New Jersey, as the first Negro community in the U.S.		Plan trip to a post office. Collect and display postage stamps, postal cards, money orders and envelopes and various post office forms. Form research groups, to collect additional information on the areas, and make oral reports on their findings. Prepare a pictorial time line of important events in the history of Negroes. Plan and prepare a Negro History Yearbook. List and analyze work songs and spirituals that were popular during this period. Consider also modern jazz. Visit industrial institutes, business schools, colleges, etc.	Postage stamps Money orders Change-of-address cards Postal cards Postal envelopes Zip code directories U.S. Census Reports

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Growth and development of N.J., continued Importance of immigration to growth & development of N.J. Craftsmen Cultural contributions Customs Religion Religious groups Effects of religious centers upon the social, political and educational climate.	Documentary analysis	Make individual and group reports on crafts, cultural contributions of individuals and groups, traditions and customs of ethnic and nationality groups (local and statewide).	Materials from Immigration Office in Newark Post Office, Federal Square, Newark, New Jersey

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
20th Century New Jersey Government State Constitution Branches of government: Executive Legislative Judicial Capital State Flag, emblem, motto nickname, bird, flower, tree, song State officials: Governor State Senators Assemblymen Assembly districts State assembly (composition) Elections Types Election dates Candidates Qualifications for Office How elected Duties and responsibilities Term of office	Discuss Conduct trips to government offices. Arrange interviews with government officials.	Make booklets Make tracings of state seal, bird, etc. Do a matching quiz (match office with name of officeholder). Role-playing related to student government. Write and deliver campaign speeches. Form a student council. Make political posters. Write political slogans. Discussion of upcoming elections and election techniques. Plan field trip to State Assembly, to Morven (governor's mansion, in Princeton, New Jersey). Write letters to representatives requesting conferences.	State government charts Copy of state constitution Pictures of state buildings Maps showing election districts Exhibits and displays from library and museum Films "How We Elect Our Representatives" Coronet - 1947 (Audio-Visual Dept., Nwk. Bd. of Ed.)

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
20th Century New Jersey Government, continued Electorate Persons Qualifications Registration Participation Parties (two major parties, third party) Polling places Districts Machinery Challengers Ballots Local Government (Cities, towns, and townships choose own form of government.)	Contact resource persons: League of Women Voters Essex County Board of Elections	Set up a polling corner in classroom. Bring in real sample ballots. Visit the Essex County Hall of Records.	Filmstrips Newspaper articles Biographies Campaign circulars Campaign buttons Car stickers Campaign souvenirs Ballots Equipment Voting machine television radio New Jersey geographical map New Jersey political map

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development (study of major cities, population 50,000+, with emphasis on Newark.)	Discuss topics of immediate concern.		Maps
	Use current events. Elicit questions from pupils.		Newspapers
			Magazines
Identify major cities citing location and pertinent information in surveys. Discuss the similarities and differences between Newark and other major cities. .		Collect information and make charts showing the similarities and differences between Newark and other major New Jersey cities.	Circulars
			Leaflets
		Relate class work to their own families' experiences.	

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development, continued			Books:
Suggested areas of comparison: Population Form of government Industries Transportation Recreational centers	Invite to the classroom guests who are active in various areas of life.	Plan and present a panel discussion on the advantages and disadvantages of urban and suburban living.	**Made in New Jersey,** John T. Cunningham
Discuss advantages and disadvantages of urban living and of suburban living.	Provide pupils with experiences in different settings.	Gather information on neighborhoods, in preparation for discussion groups.	Maps on urban renewal
Major Cities Atlantic City Bayonne Camden Clifton Elizabeth East Orange Hoboken Jersey City Newark New Brunswick Passaic Paterson Trenton Union City		Present neighborhood profiles.	Planning Board reports and brochures
		Points for discussion:	Arts and crafts supplies
		Kinds of homes	Filmstrip "Our Town" (Audio-Visual Dept,. Newark Board of Education)
		Neighborhood pride	Filmstrip and Recording "What Makes This City"
		Income level as a factor in neighborhood selection	
		Kinds of business	
		Number of churches, synagogues, schools, community centers, libraries, parks and recreation centers, post offices, etc.	

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development, continued Study of Newark Size Population Form of government Positions Office-holders Neighborhoods (11) Ghetto Business and Commercial Residential Industrial Landmarks and monuments Urban renewal (changes in city's face: "New Newark") Urban redevelopment Neighborhoods Downtown Problems encountered in urban redevelopment: Relocation Hospital needs Dwellings Taxation, loss of ratables Transportation Schools Industry and small business	Show and discuss filmstrip (s) on Newark.	Arrange for interviews with public figures. Study city maps. Prepare models of homes, shopping center, public buildings. Report on urban changes, drawing from own experiences. Plan and present panel discussion on pupils' suggestions for improving urban areas. Make puppets dressed in native costumes of national and ethnic groups.	Resource Centers: Newark Museum B'nai B'rith Model Cities office Libraries City Hall Books: **Newark,** John T. Cunningham **Holt Urban Social Studies Program** Buckley, Jones Book 1 - William, Andy and Ramon Book 2 - Five Friends at School Book 3 - Living as Neighbors

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development, continued Newark's People Who are Newark's residents? Where did they come from? Why did they select Newark? (vocational and economic reasons, desire for civic involvement, educational opportunities for themselves and children, transportation, family ties) Background information on ethnic groups who comprise population. (Stress should be placed on Negro and Puerto Rican groups.) Problems encountered by new groups in cities: Language Housing Vocations Health School Guidance Transportation	Point out that new settlers sometimes have been misinformed about conditions and opportunities. Play and discuss recording, "Adventures in Negro History"	Present a show in which pupils wear native costumes. Plan and present an assembly program of songs and dances from other cultures. Report on customs and traditions maintained in homes. Hold discussions related to pupils' and their families' experiences in settling in Newark. Prepare an international menu. Plan a supper party, offering a variety of native foods. Involve parents. Prepare and mount wall charts showing typical homes, dress, etc., of particular ethnic and national groups Prepare a bi-lingual bulletin board of common words and idiomatic expressions. Collect cartoons from newspapers and magazines for class discussion.	Costume figures, flags, and artifacts of other countries brought in by pupils and teachers, and those borrowed from the Newark Museum Recipes Menus Restaurant Airline Arts and crafts Materials Recording "Adventures in Negro History" (Pepsi-Cola Company) **Books** **Welcome Amigo** Finocchiaro and Huebner. Noble and Noble, New York, 1964

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development, continued Mobility Laws Citizenship Dress Food Finance Welfare Laws Economic Opportunity Programs		Each student contributes a list of names and positions of Negroes or Puerto Ricans that student knows personally. Students write reports on local leaders among the Negro and Puerto Rican groups. Prepare a supplement each year to bring the list up to date.	
Cultures and Subcultures (America as the "melting pot." How the American culture is made up of influences from all cultures.)			
Consider each group as a subculture, stressing the Negro and Puerto Rican groups. Family groups Customs and traditions Religion The quest for equality Leaders and contributions Sports Entertainment Music Literature Art Education	Contact local resource Persons: Politicians Judges Doctors Psychologists Social workers Lawyers Teachers Librarians Women's Clubs Priests (Priests are the most influential persons in the Puerto Rican community.) Store-keepers	Make family trees. Make personal diaries, especially pupils who are new residents to record their impressions of their new home and neighborhood. Give an oral account of life of some Negro or Puerto Rican personality who has interested you in your studies.	Sources of Materials: Community Relations Specialist, Newark Human Rights Commission, City Hall Newark, N.J. Director of Focus, Inc., 465 Broad Street, Newark, N.J.

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development, continued Contempory Contributors* Puerto Rican Theater Jose Ferrer Chita Rivera Jose Quintero Music Tito Puente Tito Rodriguez Monty Rock III Sports Vic Power Rueben Gomez Felix Mantilla Juan Pizzaro Luis Arroya Roberto Clemente Classical Music Pablo Casals Jesus Maria Sanroma Gracella Rivera Contemporary Contributors* Theater: Diana Sands Diahann Carroll Sidney Poitier Pearl Bailey Bill Cosby Music Count Basie Diana Ross and the Supremes Johnny Mathis Barbara McNair	It is suggested that a format such as the one on the left be used in highlighting Negro and Puerto Rican contributors, contemporary and past. See more extensive lists of contributors in appendix. Conduct interviews with distant and local contributors.	Prepare biographies on contributors. Give oral reports on contributors. Make monthly classroom calendars showing important dates and contributors, accompanied by pictures. Have open-end film discussions. Prepare bulletin board displays. Plan trips to sports events. Prepare a monthly sports calendar. View and discuss television programs geared to ethnic group viewing, such as Spanish-language programs featuring members of minority ethnic groups. Prepare an anthology of Negro poets and poetry.	Films Filmstrips List of WBGO programs Newspapers (daily) Spanish English Ethnic calendars, periodicals Picture portfolios Booklet "Ingenious Americans" Old Taylor Box 4866 Grand Central Station, N.Y., N.Y. 10017 Periodicals such as: Downbeat Cue Life Sports Illustrated Time The New Yorker

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Urban Growth and Development, continued		Read favorite passages aloud.	Books
Literature Gwendolyn Brooks Langston Hughes LeRoi Jones Richard Wright Frank Yerby James Baldwin	Read to pupils selections from authors mentioned.	Illustrate literature.	Magazines
Sports Willie Mays Althea Gibson Gale Sayers Charlie Gifford Wilt Chamberlain Joe Louis Wilma Rudolph	Provide opportunities for pupils to engage in sports.	Collect pictures of singers, writers, athletes, and other admired persons.	Newspapers

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
20th Century New Jersey, continued Social and Governmental Agencies Agencies Day Care Council Senior Citizen's Commission Neighborhood Conservation Office Probation Offices Juvenile aid offices Youth House Homes for the aged Convalescent homes Bureau of Children's Services Group Work Agencies Informal Education Services Recreational Organizations Libraries Museums Public Recreation	Contact resource persons: Professionals Parents	Make a personal digest of pertinent information pertaining to agencies. Plan field trips.	Community Resources Directory of Essex County and W. Hudson, New Jersey Brochures and fliers from various agencies.

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Social and Govermental Agencies, continued		Prepare and present individual reports of volunteer services.	Brochures, pamphlets, and fliers from various agencies.
Health and Hospital Services Ambulance Service Rescue Squad Department of Health Mental Health Clinics Homes for Handicapped Homes for Convalescents Hospitals, General Hospitals, Special Visiting Nurses Home-maker Services Vocational Rehabilitation and Guidance Services	Discuss Utilize community resource people to help present information regarding their jobs and the services of their agencies.	Prepare a personal telephone directory of agencies numbers.	Films and filmstrips from agencies.
New Jersey Rehabilitation Commission Community Funds Urban League United Community Corporation B. I. C. C. N. A. A. C. P. I. C. B. O. National Council of Christians and Jews			

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
20th Century New Jersey, continued Civic Responsibility Knowledge of and respect for laws: Reasons Enforcement Benefits Penalties Property rights: What are they? Why they should be respected? Wills, deeds, and contracts Interpersonal relationships (respect for community workers and for one another) Attitudes and values Compromise Commitment Involvement Awareness of conscious actions, as opposed to blindly "following the crowd"	Discuss and explain laws and reasons for them. Obtain copies of some laws. Take class to visit courts.	Discuss: Laws Rights Fines Reformatories Prisons Probation Parcle	Wills, deeds and contracts Copies of laws **Films** "Why We Respect the Law" Coronet 1950 (Audio-Visual Dept., Newark Board of Ed.) "Are You a Good Citizen?" Coronet

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
20th Century New Jersey, continued Civic responsibility, basic freedoms, voting rights, etc. Loyalty and patriotism American Creed Meaning of democracy Obligations in time of war and peace Active participation in local, state, and national affairs Why we should participate Positive ways of participating Changes brought about through participation	Select small groups to prepare research papers on areas studied concerning "Learning and Living in New Jersey."	Prepare a volume of pupil research papers for distribution.	Art supplies Encyclopedias Dictionaries Magazines Films Filmstrips Books Pictures Maps Charts

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
20th Century New Jersey, continued Leisure time opportunities Definition of "leisure time" Survey of development of leisure time from early to the present More holidays More and longer vacations Relationship of income to leisure time Leisure time in transition Need for leisure time Physical Psychological Social Environmental Kinds of leisure time activities: Recreational Cultural Creative Hobbies Educational Profit-making activities Community service	Discuss leisure time in local families.	Encourage service to others. Example, candy-striper, hospital aide. Form hobby clubs, and provide a period at least once a week for hobby activities. Make class photo album of pupils showing pictures of them engaging in various kinds of leisure time activities. Make bulletin board picture display, "Ways to have fun." Make monthly calendars of activities that can be engaged in during the particular month.	Periodicals: "Park News" (monthly) Published by Essex County Park Commission 115 Clifton Avenue, Newark, N.J. Vacation Guides of N.J. Resource Centers: Department of Conservation and Economic Development 520 E. State Street, Trenton, New Jersey N.J. Historical Society, 230 Broadway Newark, New Jersey 07104 The N.J. Room of the Newark Public Library, 5 Washington Street, Newark, New Jersey **Film** "Better use of Leisure Time" Coronet

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Leisure Time Opportunities, continued Factors involved in selecting leisure-time activities Season of the year Weather Health and strength Financial considerations Accessibility Personal interests Personal talents Individual or group involved Family activities Places in the state: State Parks Forests Beaches Museums Libraries Galleries Amusement areas Fairs Cultural arts centers Rivers and lakes Tours Points of interest Race tracks Hunting and fishing areas	Discuss problems of leisure. Prepare a large outline map of New Jersey, to be projected on an overhead projector to pinpoint recreational centers. Distribute dittoed maps to pupils.	Locate recreational centers on dittoed maps. Plan field-trips to various types of facilities. Prepare a nature corner in the classroom, as a follow of field trips. Make chart matching activities with facilities. Make wall display of advertisements and an announcement of leisure-time facilities. Using encyclopedias and other guides, identify and label nature specimens found on field trips. Have "show and tell" programs in which pupils show and explain their hobbies, collections, etc. Discuss various facilities, and make charts illustrating what each facility offers. Make personal directories of local leisure time facilities: Location Accessibility Cost Schedule (days and hours open)	**Booklet** 1968 Leisure Time Resources Directory Essex County N.J., Essex County Section National Council of Jewish Women and United Community Fund and Council of Essex and West Hudson **Filmstrip** "Newark: Past-Present-Future" Audio-Visual Center, Newark Board of Education **Periodicals** Newspapers Magazines Brochures, Fliers, pamphlets

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Leisure Time Opportunities, continued Zoos Libraries Museums Schools Cultural centers Movies Drama theatres Scout centers Club centers (civic, cultural, social) Bowling alleys Tennis courts Swimming pools Y's Boys' Club PAL centers Neighborhood houses Discotheques Stadiums Airports Stables	Discuss advantages of various facilities. Contact resource persons. Plan for group and individual instruction.	Plan an in-school hobby exhibit and invite other classes to attend. Make a directory of local hobby shops. Plan a trip to a hobby shop. Plan intermural sports schedule. Plan visits to spectator events.	

Leisure Time Opportunities

Suggested format for teacher to use in aiding pupils in selecting and becoming involved in leisure time activities. Can be expanded and modified as needed.

Leisure Time Activity	Facility	Cost	Equipment
Outside of the Home Swimming	Municipal pools Y's Boys' Club	Bath house fees (nominal) Club membership	Swimsuit, cap, fins, mask, towel
Bowling	Bowling Alleys Recreation centers	50-55 cents per game shoe rental, 25 cents	Balls and shoes provided by alleys
Cultural Activities (reading, listening to records, tours, art exhibits and displays, films, story-hours, special programs)	Newark libraries (especially Main Library on Washington Street)	No fee	Special equipment provided by library
Cultural Activities (Gallery and court tours, planetarium lectures, special exhibits and displays, workshops, special programs, such as Sunday afternoon concerts and holiday workshops and programs)	Newark Museum	Nominal fee for workshops. Membership sometimes required for special programs and events.	Special equipment furnished by museum
Games, arts and crafts, supervised play	City and county playgrounds, recreation centers, parks.	No fee for some. Nominal fee for others.	

Leisure Time Opportunities, continued

Leisure Time Activity	Facility	Cost	Materials
Outside of the Home, continued			
Scouting	Robert Treat Council (Boys) 31 Central Avenue Newark, N.J. Girl Scout Council of Greater Essex County 81 Main St., Orange, N.J.	Membership	Boy or Girl Scouts of America, official uniforms and equipment.
Skating (Ice and Roller)	Skating rinks (Parks and private	Membership or admission fee. Skate rental	Skates
Golf	County parks and private clubs	Membership and playing fees. $2.00 and up.	Clubs, balls, tees, shoes
Tennis	County parks and private clubs	Membership and playing fees.	Tennis rackets, balls, shoes, clothing

NOTE: Emphasis should be placed on the spectator aspect of leisure-time activity, as well as active participation. Attendance at intramural games should be encouraged, also professional and semi-professional games.

Leisure Time Activity

Home Activities (Encourage family participation in these activities.)

Sewing and needlework
(knitting, dressmaking, designing,
crocheting, embroidering)

Cooking and baking
experimental and gourmet; foreign dishes; international menus

Reading
books, magazines, newspapers,
reading aloud to others and listening to others.

Games (family and individual)
Lotto, bingo, checkers, cards, Scrabble, Monopoly, Parchesi

Listening and viewing
radio, records, tapes, television

Do-it-yourself projects
furniture refinishing, making repairs, electronics, car care, gardening,
art-painting by numbers

Parties and socials
planning, preparing for and participating in, refreshments, entertainments

Hobbies
stamp collecting, coin collecting,
tropical fish, doll collecting; collecting and
assembling model cars, trains, airplanes and boats; photography

Dancing

Singing

Playing instruments

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Vocational Opportunities New Jersey's industry Brief history of development of industry in N.J. Survey of northern N.J. industry, with emphasis on Newark. Types Location	Survey the major industries of the state. Show and discuss film, "Made in New Jersey".	Prepare list of vocational terms. Using a N.J. state map as a backdrop, exhibit products made in New Jersey. Run cord or ribbon from the product to the area on the map from which the product comes.	Films "Made in New Jersey" "Journey Through New Jersey" Book Made in New Jersey, (The industrial story of N.J.) by John T. Cunningham Map of New Jersey

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Vocational Opportunities, continued Industrial laws in N.J. Child Labor Laws Workmen's Compensation Fair Employment Practices Commission Unions Contracts New Jersey Inventors Biographies Impact of inventions on industry Federal Assistance Programs VISTA Job Corps Title I United Community Corporation Youth Opportunities Center Manpower Skills Training Center Office of Economic Opportunity Occupational Center of Essex County New Jersey Employment Service Civil Service Commission Neighborhood Youth Corps		Make lists of companies engaged in various industries: textiles, leather, electrical, iron and steel, etc. Prepare biographical sketches of N.J. inventors as part of a classroom science display. Make a directory of federal assistance programs.	Union contracts Working papers Social Security cards Company and trade newspapers and other literature Brochures, reports, pamphlets, and fliers from agencies, centers and federal assistance program officers.

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Vocational Education Instructor Work-study Coordinator Guidance Department Coordinator of Industrial Education	Conduct pupils on tours of industrial establishments. Take pupils on trips to employment offices in agencies of various kinds.	Active participation geared to vocational independence, such as work-study programs, sheltered workshops, on-the-job training, and internship programs.	Books, pamphlets, and fliers from industrial and governmental agencies.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN PUERTO RICAN HISTORY

1493 - Puerto Rico was discovered by Columbus on his second voyage to the New World.

1508 - Juan Ponce de Leon began process of colonization with about 50 Spanish soldiers.

1511 - Negro slaves were brought to the island by the Spanish.

1595 - Sir Francis Drake invaded Puerto Rico.

1598 - English captured San Juan and held it for five months.

1625 - The Dutch burned San Juan.

1797 - The English attacked San Juan.

1873 - Slavery was abolished.

1897 - Luiz Munoz Rivera, the George Washington of Puerto Rico, won a Charter of Autonomy for Puerto Rico from Spain.

1898 - Puerto Rico was ceded to the United States on December 10.

1899 - According to the Treaty of Paris, April 11, Puerto Rico became a U.S. possession.

1903 - The University of Puerto Rico was founded.

1917 - U.S. Congress passed the Jones Act extending U.S. citizenship to Puerto Ricans, with the Governor of the island being appointed from Washington, D.C.

1940 - Most Puerto Ricans regard this year as the beginning of the island's modern era, "Operation Bootstrap."

1948 - Amendments to the Jones Act permitted Puerto Ricans to select their governor.

1949 - Luis Munoz Marin became the first governor elected by the people.

1952 - Puerto Rico ceased to be a U.S. possession and became the Commonwealth of Puerto Rico on July 25.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY

1492 - Alonzo Pietro, captain of the NINA, sailed with Columbus' expedition to America. He is identified as a Negro by some historians.

1513 - Thirty Negroes were a part of Balboa's expedition which crossed Panama and discovered the Pacific Ocean.

1519 - Negroes were part of the army of Hernando Cortez at the time of his conquest of the Aztec Indians in Mexico.

1619 - Twenty Africans arrived at Jamestown, Virginia, and became indentured servants.

1624 - William Tucker was born as the first Negro child in the land that was later to become the United States.

1731 - Benjamin Banneker, mathematician, astronomer, and one of the planners of Washington, D.C., was born in Maryland.

1760 - Richard Allen, a founder of the African Methodist Episcopal Church was born a slave in Philadelphia.

1762 - James Derham, first American Negro doctor, was born in Philadelphia.

1770 - Crispus Attucks and four other colonists were killed by the British soldiers at the Boston Massacre on March 5.

1775 - Negro soldiers fought in the Battles of Lexington and Concord and later took part in the Battle of Bunker Hill.

1777 - Vermont became the first state to abolish slavery within its borders.

1793 - The Fugitive Slave Law was passed by Congress, making it unlawful to harbor a runaway slave.

1794 - The Bethel African Methodist Episcopal Church was organized by Richard Allen and others.

1797 - Sojourner Truth, a leading Negro abolitionist, was born a slave in Hurley, New York.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY, continued

1814 - Negro troops fought in the Battle of New Orleans under the command of General Andrew Jackson.

1817 - Frederick Douglass, noted abolitionist, lecturer, and author, was born a slave in Maryland.

1826 - John Russwurm, became the first Negro college graduate in the U.S. when he received his degree from Bowdoin College. He was also an editor of the first Negro newspaper, Freedom's Journal, which was published in N.Y.

1841 - Blanche Kelso Bruce, first Negro to serve a full term as United States Senator, was born a slave in Virginia.

1849 - Harriet Beecher Stowe's novel, **Uncle Tom's Cabin**, was published on March 20.

1849 - Booker T. Washington, famous educator and Negro Leader, was born a slave in Virginia. Wilberforce University was founded in Ohio.

1857 - The Dred Scott case was settled by the Supreme Court with the decision that the Negroes were not citizens.

1859 - John Brown led the raid at Harper's Ferry in Virginia.

1862 - Robert Smalls, a slave sailor of South Carolina, delivered the Confederate warship "Planter" into the hands of the Union Navy.

1863 - President Lincoln issued the Emancipation Proclamation on January 1.

1865 - The Thirteenth Amendment to the Constitution, which abolished slavery, was adopted on December 18.

1868 - The Fourteenth Amendment to the Constitution, which established the citizenship of Negroes, was adopted on July 28.

1870 - The Fifteenth Amendment to the Constitution, which granted to Negroes the right to vote, was adopted on March 30.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY, continued

1875 - Mary McLeod Bethune, noted educator, was born in South Carolina.

1877 - Henry O. Flipper became the first Negro to be graduated from West Point.

1891 - The first training school for Negro nurses, at Provident Hospital in Chicago, was established.

1893 - Dr. Daniel Hale Williams performed the first successful heart operation.

1905 - The Niagara Movement was started by a group of Negro intellectuals.

1909 - Matthew Henson, friend and assistant to Admiral Robert Peary, placed the American flag on the North Pole on April 6.

1910 - The National Urban League was organized in New York City.

1929 - Martin Luther King, Jr., noted civil rights leader and Nobel Peace Prize winner, was born in Atlanta, Georgia.

1936 - Mary McLeod Bethune was appointed director of Negro affairs for the National Youth Administration.

1937 - William Hastie became the first Negro to serve as a federal judge. He was appointed judge of the Federal District Court in the Virgin Islands.

1937 - Joe Louis became the heavyweight boxing champion of the world.

1940 - Benjamin O. Davis, Sr. became the first Negro general in the U.S. Army.

1940 - Dr. Charles Drew became medical director of the British blood plasma program.

1947 - Jackie Robinson became first Negro in Major League baseball with the Brooklyn Dodgers.

1949 - Wesley A. Brown became the first Negro graduate of the U. S. Naval Academy.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY, continued

1950 - Gwendolyn Brooks was awarded the Pulitzer Prize for Poetry and Ralph Bunche was awarded the Nobel Peace Prize.

1954 - U. S. Supreme Court decision banned racial discrimination in public education.

1955 - Marian Anderson made her Metropolitan Opera debut and became the first Negro to sing with the company.

1955 - The bus boycott in Montgomery, Alabama began on December 5.

1957 - The Southern Christion Leadership Conference (SCLC) was organized under the leadership of Dr. Martin Luther King, Jr.

1957 - Althea Gibson became the world's woman tennis champion.

1960 - The Student Non-Violent Coordinating Committee (SNCC) was organized.

1961 - Robert Weaver was appointed Administrator of the Housing and Home Finance Agency.

1961 - Thurgood Marshall became judge of the United States Court of Appeals.

1962 - James Meredith became the first Negro to attend classes at the University of Mississippi.

1963 - President John F. Kennedy was assassinated on November 22.

1964 - The Civil Rights Act was passed by the Congress of the U.S.

1964 - Dr. Martin Luther King, Jr. was awarded the Nobel Peace Prize.

1965 - Dr. Martin Luther King, Jr. led a march from Selma, Ala. to Montgomery, Ala. to urge Negro voter registration in the South.

1965 - Mrs. Patricia Harris was appointed U.S. Ambassador to Luxembourg.

1966 - Robert Weaver became first Negro to serve in the President's Cabinet. He was appointed Secretary of Housing and Urban Development.

1967 - Thurgood Marshall became the first Negro appointed to the U.S. Supreme Court.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
SOME IMPORTANT EVENTS IN NEGRO HISTORY*, continued

1967 - Richard G. Hatcher became Mayor of Gary, Indiana.

1967 - Carl B. Stokes became Mayor of Cleveland, Ohio.

1968 - Dr. Martin Luther King, Jr. was assassinated in Memphis, Tenn,. on April 4th.

1968 - Senator Robert F. Kennedy was assassinated in California, dying on June 6, 1968.

1968 - Matthew Carter became Mayor of Montclair, New Jersey.

1969 - Simeon Moss became Essex County Superintendent of Schools in New Jersey.

1970 - Robert Wilson became Managing Director of the YM-YWCA in Newark, first black in the country to hold such a position in a major city.

1970 - Donald Payne of Newark was elected national President of the YMCA, a position of distinction, Mr. Payne is both young and black.

1970 - Kenneth A. Gibson was elected Mayor oi Newark, New Jersey.

1970 - William Walls became Corporation Counsel of the City of Newark.

1970 - Dr. James B. Parks, III became Dean of Students at Newark State College in Union.

1970 - Dr. James R. Cowan became state Commissioner of Health.

*This list was compiled in 1969 and augmented in 1970. It should be supplemented each year by the instructor.
KEEP THE LIST CURRENT!

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
PROMINENT PUERTO RICANS IN THE UNITED STATES*

HERMAN BADILLO - Former Commissioner of Relocation: currently Bronx Borough President.

ARTURO MORALES CARRION - Deputy Assistant Secretary of Inter-American Affairs.

LEOPOLDO CARECEDO - Professor of Biochemistry, Fordham University.

JAIME BENITEZ - A former delegate to UNESCO.

DR. ISMAEL RODRIGUEZ BOU - UNESCO technical adviser in India.

PRIVATE FERNANDO LUIS GARCIA - Congressional Medal of Honor posthumously awarded.

MARIA CHIQUES CORDERO de GONZALEZ - Specialist in Puerto Rican and Spanish Affairs, Newark Human Rights Commission, Newark, N.J.

GUILLERMO MEDINA - Technical Director, U.S. Navy Hydrographic Office.

JESUS de la MADRID - Professor of Mathematics, Yale University.

CARMEN MARRERO - Member of N.Y. State Commission of Human Rights.

TEODORA MOSCOSO - Area Administrator for Latin America, State Dept., Washington, D.C.

EMILIO NUNEZ - Judge, Supreme Court, New York.

PEDRO A. del VALLE - General, U.S. Marines.

DR. MARGUARITA SILVA - Bacteriologist.

RUPERTO RUIZ - Naval Architect.

*This list was compiled in 1969.
It should be supplemented each year by the instructor and kept up to date.

LEARNING AND LIVING IN NEW JERSEY - "DATES IN THE QUEST FOR EQUALITY"
PROMINENT NEGROES IN THE UNITED STATES

CRISPUS ATTUCKS - Date of birth unknown, died March 5, 1770. Was one of five Americans who died in the Boston Massacre. He was the first to die.

BENJAMIN BANNEKER: 1731 - 1806.	Was an astronomer, a mathematician, a surveyor, and a mechanical genius. His annual almanac was read by many important men of his day.
PAUL CUFFE: 1759 - 1817.	Became a shipowner and shipbuilder who used his wealth to help less fortunate Negroes; and on his farm he built a school for Negro children.
JEAN DUSABLE: 1745 - 1804.	Was of Negro and French lineage. Was born on the island of San Domingo and educated in France. He is generally given credit for the founding of Chicago.
RICHARD ALLEN: 1760 - 1831.	Was converted to Christianity while he was still a slave. In 1778 he and other Negroes formed the African Methodist Episcopal Church and later he was elected its first bishop.
FREDERICK DOUGLASS: 1817 - 1895.	Was born a slave in Maryland. As a young man he secretly taught himself to read and later escaped from his owner. He became a leading abolitionist, orator, writer and editor. Fought for rights of all the oppressed.
JAN MATZELIGER: 1852 - 1889.	In 1878 he came to Lynn, Massachusetts from Dutch Guiana, He received a patent for the first lasting machine in 1883. Lasting is the step in which the top of the shoe is attached to the bottom.
JOHN B. RUSSWURM: 1779 - 1851.	He was born in Jamaica but came to America around 1820. He was the first Negro to be graduated from an American college, Bowdoin, in 1826, and he helped to found the first Negro newspaper in the U.S.

ROBERT SMALLS: 1839 - 1915.	He was a slave when he liberated himself, his family and the crew of the Confederate vessel, the Planter, which he piloted out of Charleston Harbor and surrendered to the Union navy.
AUGUSTUS TOLTON: 1834 - 1897.	While he was a small boy, the priests of the parish encouraged him in his studies and in his desire to become a priest. He was ordained in Rome and returned to America where he established St. Monica's Church in Chicago.
SOJOURNER TRUTH: 1797 - 1885.	Born in New York, she became a leading antislavery speaker. After the Civil War she devoted much time to the cause of the freedmen and urged them to vote, own land, and learn trades.
DANIEL H. WILLIAMS: 1858 - 1931.	Won national acclaim as the first doctor to operate successfully on the human heart. He helped found the Provident Hospital in Chicago which was the first training school for Negro nurses in America.
ROBERT ABBOTT: 1870 - 1940.	Founded the Chicago Defender, one of the few Negro daily newspapers in America. He believed that Negroes should become good citizens, vote and elect responsible leaders, and set high goals for themselves.
MARY McLEOD BETHUNE: 1875 - 1955.	Taught herself to read and studied to become a missionary to many untaught Negro boys and girls in the South. Out of packing cases, crates, and other cast-off items, she built a school in Florida, the Bethune-Cookman College.
MARIAN ANDERSON: 1901 - .	One of the Great musical artists of the world. Although her ability to sing was a God-given talent, she had to work and study hard to become a great contralto.
EDWARD BROOKE: 1919 - .	Former Attorney General of Massachusetts and now U.S. Senator. He is a Protestant and a Republican in a state which is 2 percent Negro, 52 percent Roman Catholic and usually Democratic.

MARTIN LUTHER KING, JR.: 1929 - 1968.	Born in Atlanta, Georgia and named Michael Luther King, he later adopted the name Martin Luther. In 1964 he became the second Negro to be awarded the Nobel Peace Prize. He and a group of ministers organized the Southern Christian Leadership Conference. He was a leader in the fight against segregation and for civil rights.
COUNTEE CULLEN: 1903 - 1964.	A leading poet who had his first book published when he was only twenty-one years old, he graduated with honors from New York University and went to Harvard for an M.A. degree.
MARCUS GARVEY: 1887 - 1964.	Born in Jamaica he later went to England where he found work in a publishing company. Came to the U.S. in 1916. Started a branch of the Universal Negro Improvement Association, the aim of which was to start a colony in Africa for all the Negroes of the world.
ELIJAH McCOY: 1844 - 1928.	Being interested in machinery, he invented a number of devices that made it possible to oil heavy machinery mechanically. Some of them are still used on railroads and steamships today.
WILLIAM E. B. DU BOIS: 1863 - 1963.	Was leader of a group of young Negro intellectuals who met at Niagara Falls, Canada, in 1905 to work out solutions to racial problems. In 1909, Mary White Ovington, a white social worker, with DuBois, Henry Moskowitz, a Jewish social worker, and others, formed the NAACP.
JOHN H. JOHNSON: 1918 - .	Began his career at DuSable High School in Chicago, where he was editor of the school paper. In 1942 with borrowed money he published the first issue of the Negro Digest. Today he is publisher of Ebony, Jet, Tan, and the Negro Digest, with a combined circulation of over two million.
RALPH BUNCHE: 1904 - .	Won the Nobel Peace Prize in 1950 for his role in the settlement of the Palestine dispute and served in the United Nations since 1946 in various capacities.

GEORGE WASHINGTON CARVER: 1864 - 1943.	Came to Tuskegee Institute in 1896 to teach and to start an agricultural laboratory. He helped farmers to improve their methods and crops.
BENJAMIN O. DAVIS, JR.: 1912 - .	A graduate of West Point in 1936, he commanded the 99th Fighter Squadron in WW II and won the Silver Star. Like his father who became our first Negro general, he reached the highest rank achieved by a Negro in the Armed Forces of the United States, that of Lieutenant General.
CHARLES DREW: 1904 - 1950.	Was an outstanding scholar and athlete while at Amhurst College. After he became a doctor, he did research on the properties of blood from which his ideas of banked blood and the use of blood plasma were born.
JOHN H. FRANKLIN: 1914 - .	Is one of America's great historians. He was chairman of the History Department at Brooklyn College, professor in American History at the University of Chicago, and a visiting professor of history at St. John's College, Cambridge University.
MATTHEW HENSON: 1867 - 1955.	Accompanied Admiral Robert E. Peary, the famous scientist and explorer on his expeditions to find the North Pole. On April 6, 1909 Henson placed the Stars and Stripes on the precise point where the North Pole is located.
LANGSTON HUGHES: 1902 - 1967.	An extremely versatile writer who has written novels, plays, biographies, children's books and lyrics for musical plays.
JAMES WELDON JOHNSON: 1878 - 1938.	In addition to singing of the Negro in America, he also wrote prose and poetry and was an experienced public school principal, lawyer, diplomat, professor, and executive secretary of the NAACP.
PERCY JULIAN: 1898 - .	From his soybean research, he developed a male hormone which is essential to the production of cortisone that is used to ease the pain of arthritis sufferers. He also developed a substance from the soybean that is used in weatherproofing metal and a product necessary to the production of aerofoam fire extinguishers.

THURGOOD MARSHALL: 1908 - .	An outstanding lawyer who joined the legal staff of the NAACP in 1936 and fought many cases before the U.S. Supreme court. In 1965 he was appointed Solicitor General of the U.S. and in 1967 became the first Negro to serve as a Justice of the Supreme Court.
A. PHILIP RANDOLPH: 1889 - .	In 1925 he organized the International Brotherhood of Sleeping Car Porters. Later he became the only Negro vice-president in the AFL-CIO.
CHARLES C. SPAULDING: 1874 - 1952.	From dishwasher to president of a multi-million dollar corporation, he used his wealth to help people who were less fortunate. With a barber friend he started the North Carolina Mutual Life Insurance Company.
ROBERT VANN: 1887 - 1940.	In March 1910 he started the Pittsburgh Courier which became the most widely read Negro newspaper in America. Later he was appointed Assistant United States Attorney General by President Roosevelt.
PAUL WILLIAMS: 1894 - .	He is one of the best architects in the U.S. In his native California he has designed many homes and buildings, especially those of the movie stars.
GRANVILLE WOODS: 1859 - 1919.	He received over thirty-five patents for his inventions including those for a steam-boiler furnace, an incubator, automatic air brakes, and many others.
CHARLES YOUNG: 1864 - 1922.	A West Point graduate, a civil engineer and a scholar who spoke six languages, also he was a talented writer and musician. His last post was that of military attache to the American Embassy in Liberia.

*This list was compiled in 1969. It should be supplemented each year by the instructor, and kept up to date.

LEARNING AND LIVING IN NEW JERSEY - A NEGRO "WHO'S WHO"

Louis Armstrong
Duke Ellington
Dean Dixon
Harry T. Burleigh
William Grant Still
M. Robinson Delancy
Countee Cullen
James Forten
Paul L. Dunbar
Hughie Lee Smith
Roy Wilkins
Langston Hughes
Sanders Jackson
Benjamin Banneker
Gwendolyn Brooks
James Farmer
Sonny Liston
Hale Woodruff
A. Philip Randolph
Richmond Barthe
Percy Sutton
Arthur Ashe
Charlie Sifford
Romare Bearden

"Count" Basie
Errol Garner
Ralph Bunche
W.E.B. DuBois
Marian Anderson
Mattiwilda Dobbs
Granville T. Woods
Eartha Kitt
W.W. Brown
Martin Luther King
Bill Cosby
Mary McLeod Bethune
Bill Pickett
Estevanico
Jackie Robinson
James Baldwin
Frederick Douglass
Thurgood Marshall
Phillis Wheatley
Edward R. Dudley
John H. Johnson
Adam Clayton Powell
Sugar Ray Robisnon
Henry Tanner

Marcus Garvey
Elijah Poole
Clarence Cameron White
Leontyne Price
George W. Carver
Booker T. Washington
Mahalia Jackson
Nat "King" Cole
Ethel Waters
Johnny Mathis
Josh White
James Beckworth
Sidney Poitier
Gordon Parks
Louis Lomax
Arna Bontemps
Matthew A. Henson
Richard Wright
Augusta Savage
Robert C. Weaver
Althea Gibson
Montague W. Cobb
Diahann Carroll
Rayford Logan

W.D. Fard
Malcolm "X"
Emmett Scott
William C. Handy
James W. Johnson
Dorothy Maynor
Sammy Davis, Jr.
Lena Horne
Harry Belafonte
John Swain
Percy L. Julian
Jacob Dodson
Barney Ford
Carter G. Woodson
Carl T. Rowan
Earl Warren
Cassius Clay
Sojourner Truth
E. Simms Campbell
Stokely Carmichael
Ted Poston
John Hope Franklin
Joe Louis

Vocabulary for Learning and Living in New Jersey

boundaries
topography
survey
settlers
settlement
historical
forum
agrarian
prominent
hobby
district
re-development
participation
New Jersey
Newark
Puerto Rico
Puerto Rican
foreign
domestic
factor
ballot

culture
urban
mobility
industrial
equality
governor
legislator
legislature
freeholder
Afro-American
government
climate
location
opportunity
quest
recreation
resident
residential
capitol
capital
suburban

county
state
city
federal
agencies
center
assistance
welfare
Puritans
colony
colonists
landmark
junction
rural
immigration
economic
contemporary
population
vocational education
cultures
vote

sub-cultures
intergroup
intramural
civil rights
job opportunities
fair employment
aid to dependent children
ghetto
neighborhood
community
slave
census
minority
majority
ethnic
facilities
leisure
election
registration
challenger
polls

Sample test for Unit on Learning and Living in New Jersey:

1. Who was one of the first settlers in New Jersey?
2. From where did these settlers come?
3. What states border New Jersey?
4. Name two important crops grown in New Jersey.
5. Name two important industries in New Jersey.
6. Name two forms of transportation in this state.
7. Name three recreation areas in this state.
8. Who was the inventor who made Menlo Park and West Orange famous?
9. Name three entertainment facilities in Newark.
10. In what county is Newark located?

Sample test for Unit on Learning and Living in New Jersey

Underline the correct word to complete the statement:

1. New Jersey is a (city, state, county).
2. The capital of New Jersey is (Trenton, Elizabeth, Newark).
3. New Jersey was inhabited by the (Sioux, Chicopee, Lenni-Lenape) Indians.
4. New Jersey (was, was not) one of the original thirteen states.
5. New Jersey is located on the (East, West) Coast of the U.S.

Connect the following leaders with their proper identification:

William Livingston	First Negro to vote in the U. S.
Clara Barton	First governor of N. J.
Thomas Peterson	First president of the Red Cross

Connect the following New Jerseyans with their contributions:

Molly Pitcher	"Last of the Mohicans"
James Fenimore Cooper	"Red Badge of Courage"
Stephen Crane	Inspired soldiers in Revolutionary War

Locate or identify the following:

Morven	Old Barracks	Military Park, Newark
Jockey Hollow	Washington Park, Newark	Lincoln Park, Newark
Walt Whitman	Aaron Burr	Grover Cleveland

Sample Essay test for Unit on Learning and Living in New Jersey

1. Where is New Jersey located?

2. What is the size of New Jersey compared with other states in the United States?

3. What are the boundaries of N. J.?

4. What is the population of New Jersey? (composition and number)

5. Describe the topography of New Jersey.

6. What are the major waterways of New Jersey?

7. Who were the early settlers of New Jersey?

8. What determined sites for settlement in New Jersey?

9. Name and describe some New Jersey leaders.

10. Who were the Lenni Lenapes? The Puritans?

11. Who first introduced slavery into New Jersey and why?

12. What is meant by one of the original states, referring to New Jersey?

13. What was New Jersey's role in the Revolutionary War? In the Civil War?

14. Identify and describe:
    a. William Liv.ngston
    b. Clara Barton
    c. James F. Cooper
    d. Stephen Crane
    e. Thomas Peterson
    f. Washington's Headquarters in N. J.
    g. Morven
    h. Trent House
    i. Abraham Lincoln's Statue in Newark
    j. Military Park
    k. Lincoln Park

15. How did industrial changes affect the lives of people living in New Jersey?

Sample Essay test for Unit on Learning and Living in New Jersey, continued

16. Describe an urban city as a result of industrial growth.

17. Name and describe some institutions of higher learning in New Jersey.

18. What is interstate migration? Give some reasons for interstate migration.

19. What is the historic importance of Newark, Jersey City, and Gouldtown?

20. How did craftsmen aid New Jersey's growth and development?

21. What were some of the cultural contributions to New Jersey made by immigrants?

22. What were the effects of religious centers upon the social, political and educational climate?

23. Describe government in New Jersey.

24. Make an outline of government in New Jersey.

25. List current state officials. Describe their duties.

26. Outline and explain New Jersey elections.

27. Compare Newark with New York City (size, population, government, education, transportation, and recreation).

28. Name and describe some of New Jersey's major cities.

29. What is urban renewal?

30. What are the advantages and disadvantages of urban renewal?

31. Who are Newark's residents?

32. Why should residents have civic involvement?

33. Describe the population of Newark with regard to numbers, race, religion, and nationality.

34. What caused the influx of Negroes and Puerto Ricans to urban centers?

35. List some problems encountered by minority groups moving into Newark.

36. How can these problems be solved?

37. What makes you proud of your ethnic background?

38. What changes do you think would improve the lives of people in your community?

39. State contributions of your ethnic group in the following areas:
    a. music
    b. art
    c. literature
    d. politics
    e. sports

40. How can education play an important role in helping to improve our lives?

41. How does the welfare system affect poverty?

42. How does a study of your ethnic background help you?

43. Suggest changes which should take place in the following areas;
    a. family life
    b. education
    c. transportation
    d. housing
    e. job opportunities

44. In the future, as a responsible person, what will your role be in these areas?
    a. politics
    b. government
    c. education
    d. family life

45. Name some people in the performing arts, sports, education, and politics whom you admire. Why do you admire them?

46. Make a list of leaders in your community who you feel are improving the lives of your people.

47. What can you do to help improve the image of your ethnic group?

Sample Essay test for Unit on Learning and Living in New Jersey, continued

48. What are some of your leisure-time activities?

49. Where can you go for recreation in Newark?

50. What are the voting requirements?

51. Where can you vote?

52. Why should you become familiar with candidates and issues before election?

53. Why should you vote?

54. What makes a person ineligible to vote?

55. What are your privileges, rights, and responsibilities as a citizen of New Jersey and the United States?

56. What agencies are available in Newark for -
    a. family problems?
    b. financial aid?
    c. job training?
    d. medical aid?
    e. legal aid?
    f. housing?
    g. education?
    h. recreation?

57. What is your attitude concerning these problems?
    a. education
    b. housing
    c. job opportunities
    d. legal protection

58. What role has the Supreme Court played in the life of the Negro?

59. What is the civil rights movement? Trace its history.

60. Who are the prominent civil rights leaders today?

61. How are the white people involved in the civil rights movement?

62. What changes have taken place in Newark since the 1967 riot in the areas of: city government, law enforcement, and federal aid?

63. Discuss the role of the Negro in the creation of blues, spirituals, and jazz music.

64. What is the significance of this type of art form to the Negro? Does it play a special role in communication of emotion? Has there been any evolution? Are there still Negro arts?

65. Why has the Negro tended to express his emotions more in form of blues and spirituals in the past than in poetry and novels?

66. Should a Puerto Rican living on the mainland know and understand his cultural heritage? Why?

67. How can a Puerto Rican born in Puerto Rico learn to have pride in his heritage when he settles on the mainland?

68. Why does a Puerto Rican person sometimes manifest symptoms of racism toward Negroes, Jews, and others?

69. How can we better understand the Puerto Rican born in Puerto Rico?

70. Plan a Puerto Rican Day program with all pupils participating.

71. How does cultural deprivation harm a Puerto Rican?

72. Should a Spanish-speaking club be established in your school for pupils who are interested in learning conversational Spanish? Why?

73. Discuss the importance of learning Puerto Rican history and culture.

74. What are your suggestions to help bring about a better understanding of Puerto Rican people, their families, customs, traditions, foods, language and way of life?

SELECTED BIBLIOGRAPHY

This is a selected list of books for teacher use in the development of this unit. The titles are basic and authoritative, varied in content and available in our school and public libraries.

Books for pupil use are not included although some of these titles may be used by pupils under the guidance of a teacher or librarian. School and public librarians will suggest books and magazines to meet the interests and abilities of the pupils. Through their book selection and bibliographic activities, librarians are aware of new, as well as basic, materials.

For textbooks and teaching aids and devices, consult the current **Price List of Textbooks, Maps,** and **Educational Supplies** for Newark Public Schools. Additional free and inexpensive materials may be found in such publications as **Free and Inexpensive Learning Materials** (biennial; from the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee 37203); The **Educators Guide**...series (annual; Educators Progress Service, Randolph, Wisconsin 53956) and listings in current periodicals. Salks' **Layman's Guide to Negro History** (see below) is a good resource guide as it lists a variety of materials, places, and organizations for enrichment activities. The Department of Libraries and Audiovisual Education lists, in three catalogs, motion pictures, filmstrips, records and tapes- materials available from the Audiovisual Center. These catalogs are kept up - to - date through the Department's publication **Read, See** and **Hear**.

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1. "A Bibliography of Multi-Ethnic Textbooks and Supplementary Materials"
National Education Association
1201 16th St., N.W.
Washington, D.C. 20036
(Free)

2. "A Bibliography on Negro Life and History"
State of Michigan
Dept. of Education
Lansing, Mich. 48902
(Free)

3. "Adventures in Negro History," Vols. I and II
(Kits of records, filmstrips and scripts, also individual albums of each.)
Pepsi Cola Co.
500 Park Ave.
New York, N.Y. 10022
($5 per kit, $1 per album)

4. "A History of the Negro in America"
(Listing of films)
McGraw-Hill Text Film
327 W. 41st St.
New York, N.Y. 10036
(Price included)

5. "Americans All: An Intercultural Bibliography for Easy Reading and High Interest Level"
(Bibliography of books for kindergarten, primary, and junior high levels, and for older boys and girls)
Curriculum Consultation Service
103 E. 125th St.
New York, N.Y. 10035
(Free)

6. "Americans All: The Negro and American Culture"
(This booklet is Instructional Service Bulletin 51, New Orleans Public Schools, 1965)
Director of Curriculum Services
New Orleans Public Schools
703 Caroudelet St.
New Orleans, La. 70130

7. "Behind the Headlines"
Anti-Defamation League of B'nai B'rith
315 Lexington Ave.
New York, N.Y. 10016
(Free)

8. "Books About Negro Life"
(Bibliography of selected books for children)
Chicago Public Library
78 E. Washington St.
Chicago, Ill. 60602
(Free)

9. "Books About Negro Life for Children"
New York Public Library
Fifth Ave. and 42nd St.
New York, N.Y. 10018
(35 cents)

10. "Epitaph for Jim Crow" and "14th Generation Americans"
(The history of the Negro American and contributions by Negroes to all aspects of American life are emphasized.)
Anti-Defamation League of B'nai B'rith
315 Lexington Ave., New York City

11. "Great Negroes Past and Present"
(Brochure illustrating recommended materials for procurement under Federal programs)
American Federation of Teachers
AFL-CIO
716 N. Rush St.
Chicago, Ill. 60611
(Free)

12. "Guide for teachers on Contributions of Afro-Americans to the American Culture" - Edwina C. Johnson
(For use in all curriculum areas from kindergarten through 6th grade)
Guide for Teachers, 114-53 207th St.
Cambria Heights, N.Y.
($1.00)

13. "History of the Civil Rights Movement in America"
(Bibliography of materials pertaining to the title.)
Project for Library Service to the Disadvantaged
Pioneer Library System
115 S. Ave.
Rochester, N.Y. 14604
(Free)

14. "Integrated School Books"
(A descriptive bibliography of 339 pre-school text and story books.)
National Association for the Advancement of Colored People
20 W. 40th St.
New York, N.Y. 10018
(Free)

15. "Materials on Negro History"
(List of materials available from this organization.)
Associated Publishers, Inc.
1538 9th St. N.W.
Washington, D.C. 20001
(Free)

16. "Negro Americans: A Gallery of Their Accomplishments"
(Bibliography of materials on Negro Americans)
Time, Inc. Education Dept.
Time and Life Building
Rockefeller Center
New York, N.Y. 10020

17. "Negro History and Culture in America"
(Bibliography of materials pertaining to the title.)
Project for Library Service to the Disadvantaged
Pioneer Library System
115 S. Ave.
Rochester, N.Y. 14609
(Free)

18. "Partners Recommends"
(Books that reflect a multiracial population.) (A series of selected booklists.)
Partners
42 Breck St.
Rochester, N.Y. 14609
(Free)

19. "Pictures of Distinguished Negroes"
(This brochure explains several combinations by which one can select from approximately 160 pictures of distinguished Negroes.)
Associated Publishers, Inc.
1538 9th St., N.W.
Washington, D.C. 20001
(Free)

20. "Publications, Reproductions and Records on African Art and Culture, Negro Life and History and Frederick Douglass"
(A listing of materials with prices.)
Frederick Douglass Institute on Negro Arts and History
316-318 A St., N.E.
Washington, D.C. 20002

21. "Selected Interest Booklist: Negro Americans, Spanish Americans"
(Bibliography of books published by this company.)
E. M. Hale and Co.
Eau Claire, Wis.
(Free)

22. "Somebody's Brother" - Annie H. Hurlfinch
(A moving race relations story for young readers and old.)
The American Jewish Committee
Institute of Human Relations
165 E. 56th St.
New York, N.Y. 10022
(5 cents)

23. "Stride Toward Freedom: Odyssey of the People"
(A selection of books by and about the Negro.)
Chicago Public Library
78 E. Washington St.
Chicago, Ill. 60602
(Free)

24. "The Negro in America Today" - Ernest Dunbar
(How 19 million Americans are faring with respect to employment, housing, education and other citizenship rights.)
The American Jewish Committee
Institute of Human Relations
165 E. 56th St.
New York, N.Y. 10022
(15 cents)

25. "The Negro in the United States"
(A list of significant books selected from a compilation by the New York Public Library, 1965.)
Curriculum Consultation Service
103 E. 125th St.
New York, N.Y. 10035
(Free)

26. "The Negro in the United States: A List of Significant Books"
New York Public Library
Fifth Ave. and 42nd St.
New York, N.Y. 10018
(50 cents)

27. "The Negro in the United States: A Research Guide"
(A critical introduction to the principal sources for study of the American Negro.)
Indiana University Press
Bloomington, Ind.
($1.85)

28. "The Negro, USA"
(Bibliography of selected books.)
Westchester Library System
Mount Vernon, N.Y.
(Free)

29. "Treatment of Minority Groups in Textbooks"
(Recommendations by the Better Human Relations Commission of the Michigan Curriculum Program relating to existing textbook publications.)
State of Michigan
Dept. of Education
Lansing, Michigan 48902
(Free)

Teaching Aids

EBONY PHOTOGRAPHS (8 X 10 black & white)

1	Photos of famous Negroes of the past (set of 12)	$ 1.25
2	Photos of famous contemporary Negroes (set of 14)	1.25
3	Children at school and play (elementary level - set of 10)	1.25
4	Young people at school and extracurricular activities (secondary level - set of 12)	1.25
5	Complete set of Ebony Photographs (1, 2, 3, and 4)	5.00

Order from:

Johnson Publishing Co.
1820 S. Michigan Avenue
Chicago, Ill. 60616

Alva Class - Research Kit (ART)

The Education Division
Alva Museum Replicas, Inc.
30-30 Northern Boulevard
Queens, New York 11101

COMMUNICATION

Communication as a means of expressing and exchanging ideas can create better personal understanding.

Our emphasis in this unit centers about:

Personal Communication

Associative Communication Skills

Social Communication

Facility in speaking and writing improves the attitudes of people.

The skills, disciplines, and practices applied in language arts, writing, and play-acting will better prepare the Educable Mentally Retarded Pupil to become more active, happier, and more productive at home, in school, and in the community.

	First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
Social Studies Subject Area				
Communication	Oral Communication Written Communication	Oral Communication Written Communication	Written Communication Job Orientation	Vocational Education

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Introduction of Unit To provide historical background for the unit. To develop an understanding of communication.	Audio-visual aids Show film on development of communication. Evaluate film, stressing all basic communication skills.	Observe film for the purpose of discussion. Conduct evaluative discussion of film.	Film on background and use of communication (New Jersey Bell Telephone Co.) "Communication: Story of Its Development" Coronet 1959 available from Audio-Visual Dept., Nwk. Bd. of Ed. Filmstrips **Equipment** Motion Picture Projector Filmstrip projector Record player

COMMUNICATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
To reinforce skills necessary for effective listening and speaking.			
Oral Communication	Discuss and present oral communication skills. Reinforce: Correct grammatical usage. Logical organization and presentation of ideas. Articulation. Conduct oral drills on correct grammatical usage.	Apply skills pertaining to communication: Role-playing Dramatization Self-evaluation Pupil introductions Panel discussions Personal contributions Puppets Story-telling Silent movies Open-end stories Poetry Listen to records, tapes and radio. Give oral reports on listening activities. Play games, such as "Simon Says" and "Password."	Pictures Newspaper articles Ideas and information from: Television Radio Trips Speakers Family experiences Community activities Records Tapes **Equipment** Radio Record-player Tape-recorder Walkie-Talkies

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Written Communication To reinforce skills necessary for effective writing.	Discuss and demonstrate written communication skills. Provide format for structural skills: Sentence structure Paragraph structure Indenting Reports Book reviews Outlines Reinforce Penmanship Capitalization Punctuation Abbreviation Sentence structure Paragarph structure Letter-writing Announcements Thank-you notes Invitations Greeting cards Confirmation letters Letters of acknowledgement Letters of complaint Letters of request Trips Merchandise Information Reservations Interviews or appointments Theater tickets Telegram-writing. Provide opportunities for creative writing.	Drills related to: Penmanship Capitalization Punctuation Abbreviation Make a wall chart showing punctuation marks. Correlate writing activities with reading material. Form a Pen Pal Club. Plan a trip to a stationery store. Study "letters to the editor" section of newspapers and magazines. At appropriate times, send greeting cards, post cards, thank-you cards, letters, letters of acknowledgement, letters to a newspaper, radio, and TV station expressing an opinion.	Writing materials Manuscript Writing Standards A.N. Palmer Co. Manuscript and cursive charts **Mott Basic Language Skills Program** Allied Educa. Council Galien, Mich. **Book 300A** Pen Pal Agencies UNESCO Jr. Red Cross **The Letters You Write** Turner-Livingston Communication Series Follett Pub. Co. Chicago Cross-word puzzles Stationery Post cards Greeting cards

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Written Communication, continued		Make bulletin board displays of letters, cards and notes pupils have received or collected. Practice writing telegrams. Contribute to youth pages and columns in magazines and newspapers.	Telegram forms Postage Stamps Newspapers Magazines

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Associative Communication Skills (This area includes all other skills not developed in speaking or writing.)	Identification, discussion and discrimination of associative communication areas: Listening to Bells Sirens Radio Telephone Unfamiliar sounds, such as emergency sounds and signals Observing Signs and symbols Directions in public buildings Floor plans Seating charts Listening and Observing Radio Television Films Guided tours	Make a list of familiar sounds heard at school, such as School bells Intercom Musical sounds Telephone voices Fire Bell Make a listening chart of familiar sounds heard at home and in the neighborhood. (Charts should be made at home and brought to school for discussion.) Make a classroom chart depicting danger signs, symbols, and signals. Make classroom displays of traffic signs and symbols; floor plans and seating charts for public buildings and schools. Prepare and mount classroom and hallway signs, such as "entrance," "exit," "office," "quiet," "cafeteria." Take a local or long-distance guided tour and take pictures for post-trip discussion. Tours should include libraries, museums, newspaper plants, radio stations, television studios, and the like.	Manuals Civil Defense School bell schedules Trade-related information Research materials Directories (Stores and other public buildings) Catalogues Signs and symbols Contact N.J. Bell Telephone Co. for "Accent on Sound". (no charge) T.V. Guides

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Associative Communication Skills, continued		Develop a vocabulary list of terms and job titles suited to this unit, such as: Announcer Reporter Researcher Editor Analyst Prepare monthly television guides, listening programs appropriate for pupils' age and academic level. Also lists of most popular shows, songs, movies, etc.	Books "Listening Activities for the Mentally Handicapped" by Frank Romano Turner-Livingston Communication Series, Follett Pub. Co., Chicago, 1967 The Television You Watch The Movies You See The Family You Belong To The Language You Speak The Town You Live In

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Social Communication Ultimately to encourage and direct pupils toward positive participation in community and cultural affairs. To encourage pupils to arrive at a "qualified" point of view. To encourage the use of critical evaluation.	Identify the types of social communication-group and individual-such as: Direct conversation Telephone conversation Panel discussions Conferences Lectures Debates Instructions Club meetings Cultural activities (dance, drama, art, music) Classes Worship services	Conduct conversations on everyday activities (to encourage interaction on a personal basis, with good choice or words and proper intonation). Make individual reports on kinds of social communication heard on TV and radio. Engage in role playing in format of: Panel discussions Conferences Clubs Debates Plan and participate in an assembly program, using one of the methods listed above. Take photographs. Form a class club. Encourage active participation in school clubs. Play games, such as: "Find the Treasure," which involves following instructions in a sequential manner.	Film accompanied by records **Equipment** Tape recorder Typewriter Camera Record-player **Periodicals** Newspapers TV and Radio Guides Journals **Other Materials** Club minutes Recordings (tape and phonograph) Posters Brochures Theater programs Scripts Parliamentary procedure manual Research materials from libraries and museums

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Social Communication, continued		Plan and participate in a classroom or school assembly program.	**Resource Centers** Newark Museum
		See a play, concert, classical film or art exhibit, with follow-up classroom discussion.	Main Library, Newark Music Dept., Montclair State College
		Give oral reports on in-school programs in which artists, dancers, musicians, actors, and others in the performing arts demonstrate and discuss their specialities.	Garden State Ballet Co. Music Dept., Newark State College
		Make bulletin board displays of program notes, brochures, musical instruments, areas of the performing arts, pictures of popular local and national artists.	N.J. Symphony Orchestra N.J. Bell Telephone Co.
	Hold "Conversation Clinic," to help pupils differentiate among: Rumors Opinions Facts Statements out of context Exaggeration Gossip Libel Slander Misrepresentation	Develop a vocabulary list including: plagiarism rumor opinion fact gossip libel slander copyright	WBGO Radio Station Police Dept. (Juvenile Bureau) Public Service Electric & Gas Co. Singer Sewing Machine Co.

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Social Communication, continued		Gossip Game. Pupil whispers play statement into ear of another pupil to be passed on to 8 to 10 other pupils. Last pupil repeats original statement. Aim is to determine whether statement was passed from pupil to pupil correctly, exaggerations, etc. Bring in newspaper clippings relating to all communication clinic areas. Evaluate newspaper and magazine editorials, in order to pick out facts, opinions, exaggerations, etc. Compare news coverage on the same story from newspapers, radio, TV, and magazines.	Newspapers Magazines **Equipment** Radio TV set

COMMUNICATION, continued

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Job Orientation Getting a job Holding a job Making your job a success	Emphasize vocational skills as applied to vocational orientation. (Refer to Vocational Education section.)		
Vocational Education	(Refer to special vocational education instructor.)		

Vocabulary for Communication

articulation	discuss	observe	libel
effective	debate	vocabulary	communicate
periodicals	play	rumor	entrance
clarity	story	gossip	exit
basic	movies	fact	announcer
creative	films	opinion	reporter
stationery	filmstrips	exaggeration	conversation
acknowledge	puppets	slander	lecture
involve	poetry	misrepresentation	debate
dramatize	penmanship	discussion	conference
critical	sentence	poem	complaint
positive	report	written	oral
brochure	individual	interview	sign
negative	question	sign	reservation
application	newspaper	symbol	signal
communication	magazine	caution	siren
speak	telephone	directions	seating chart
speech	job	directory	floor plan
write	listen	abbreviation	punctuation marks
paragraph	essay	television	radio

Sample Test for Unit on Communication

ANSWER TRUE OR FALSE		True	False
1.	Communication is dialogue between two or more persons.	____	____
2.	Communication is a means of expressing one's thoughts.	____	____
3.	Communication is not necessary for understanding each other.	____	____
4.	A person must be intelligent to communicate properly.	____	____
5.	A person must have all five senses to communicate.	____	____
6.	A person who cannot talk is unable to communicate.	____	____
7.	We cannot communicate unless the other person is present.	____	____
8.	Radio and television are forms of communication.	____	____
9.	Street signs are not forms of communication.	____	____
10.	A newspaper is a form of communication.	____	____

Sample Essay Test for Unit on Communication

1. Name the punctuation marks.
2. Deliver a telling sentence and an asking sentence.
3. Give a report on your favorite subject.
4. Give a report on how you would spend ten dollars.
5. Deliver a speech on what you would do if you had two wishes.
6. Tell a story omitting the end; have class complete the story.
7. Act out a story, poem, or play.
8. Write some letters of application; place an order for hosiery; make hotel reservations.
9. Write a letter of invitation to your mother to invite her to a school program or exhibit.
10. Prepare a penmanship booklet with all of your papers.
11. Follow teacher's instructions in order to repair an iron, press a dress, bake a cake, etc.
12. List your favorite radio and TV programs. Why do you enjoy them?
13. Give an oral report on a book you have read.
14. Write a book report and include illustrations.
15. Discuss a favorite TV personality whom you admire.
16. Write a report on an assembly program.
17. Report on a school trip you enjoyed. Was it worthwhile? Why?
18. Prepare an oral and written report on a favorite song. Why do you like it?
19. Is it important to speak with others? Why?
20. How can you improve your writing?
21. How is a good vocabulary helpful in speaking and writing?

Sample Essay Test for Unit on Communication, continued

22. Why should you learn to converse with your family, friends and others?

23. Do you think that a person who can express himself well will be able to improve his job?

24. How can you learn to improve your speech?

25. If you write a letter and you are not sure of the spelling of a word you should always use a dictionary. Why?

26. Write a short poem to someone you love.

27. Write a letter to a friend describing a trip you have taken.

28. Write a letter home telling your family about a weekend you spent with friends.

29. Write a story about what you want to learn in school this year.

30. Write a play or operetta that you would like to have performed.

31. Should all schools be coeducational? Arrange a debate.

32. How would you introduce your friends to your mother, friend to another friend, a mother to a teacher, a mother to a principal, a boy to a girl and a girl to a boy?

33. Call the following places:
    a. school to explain your absence
    b. your hairdresser to make an appointment
    c. a drugstore to place an order
    d. a lawyer
    e. the fire department
    f. the police department
    g. doctor or dentist
    h. telephone information

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BOOKS:

Book of Hobbies
H. S. Fletcher
Paxton Slade Publishing Co.
200 Hudson Street
New York, N.Y. 10013

Building Your Life
Landis & Landis
Prentice-Hall, Inc.
70 Fifth Avenue
New York, N.Y. 10013

Foundations of Citizenship I & II
Bernard Shawn
Phoenix Publishing Co.
299 E. 10th Street
New York, N.Y. 10009

Manners to Grow On
Tina Lee
Doubleday & Co.
Garden City
Long Island, N.Y. 11530

Moving into Manhood
W. W. Bauer, M.D.
Doubleday & Co., Inc.
Garden City
New York, N.Y. 11530

Teenage Glamour
A. Broadbent
Doubleday & Co., Inc.
Garden City
New York, N.Y. 11530

Turner-Livingston Reading Series
Follett Publishing Co.
201 N. Wells Street
Chicago, Illinois 60606

Adventures of a Letter
Schloat, G. Warren, Jr.
Charles Scribners Sons
597 5th Avenue
New York, N.Y. 10017

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Dimensions in Reading
Science Research Associates
259 E. Erie Street
Chicago, Illinois

Good News
Dougherty, Charles
Viking Press, Inc.
625 Madison Avenue
New York, N.Y. 10022

How We Live - Your Family and Your Job
Cass, Angelica
Noble & Noble Publishers Inc.
750 3rd Avenue
New York, N.Y. 10017

I Want to be a Telephone Operator
Children's Press
1224 W. Van Buren Street
Chicago, Illinois 60607

Let's Go To a Television Station
Buchheimer, N.
G.P. Putman's Sons
200 Madison Avenue
New York, N.Y. 10016

Home and Family Life Series
Croft Publications
New London, Conn.

News for You
Edition A & B
Box 131, Syracuse, N.Y.

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FILMS:

Handwriting is Important
Avis Films
7934 Santa Monica Blvd.
Hollywood, California 91503

Writing Better Business Letters

Writing Better Social Letters

Helpers in Our Community

Our Family Works Together

Know Your Library
Coronet Films
Coronet Building
Chicago, Illinois 60601

Belonging to the Group
Encyclopedia Britannica Education Corp.
425 N. Michigan Avenue
Chicago, Illinois

Cat. No.*	
384	**Communication for Beginners**
384	**Communication: Story of Its Development**
384	**Communications and the Community**
384	**Effective Listening**
383	**A Letter to Grandmother**
383	**Mailman**
383	**Your Postal Service: part I**

*See Motion Picture Catalog 1966
Dept. of Libraries and Audiovisual Education
Newark Board of Education

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FILMSTRIPS:

Character Makes A Differnece

Little Things That Count

Patterns of Behavior

Occupational Adjustment

Our Flag and Our Country

Children Near and Far

Trips Here and There

Eye Gate House
Jamaica, N.Y.

RECORDS:

America's Story Retold

Folksongs of our Continents

Good Manners Through Music

Listening and Moving
Educational Record Sales
157 Chambers Street
New York, N.Y.

CONSUMER EDUCATION

Presenting Consumer Education in sequential order, from the knowledge of wages to budgeting, to purchasing and finally to banking will enable the Educable Mentally Retarded pupil to become familiar with this important facet of everyday living.

A wide variety of pupil activities and materials recommended will enable the teacher to present this unit in a most interesting and exciting manner.

Social Studies Subject Area	First Yr. Level 13-14	Second Yr. Level 14-15	Third Yr. Level 15-16	Fourth Yr. Level 16-19
Consumer Education	Wages Budgeting Purchasing	Wages Budgeting Banking	Earning Budgeting Purchasing Banking	Earning Budgeting Purchasing Banking Making Contributions Paying Taxes

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Define wages Salary Hourly wages Piece-work Commission Tips Compensatory pay Overtime Vacation Sick leave Bonus Workman's compensation Unemployment compensation	Bring employment agency personnel into class. Bring workers into class. Take pupils to visit agencies, offices, places of business. Discuss other work experiences of the teacher. Lead pupils to discuss work which they have done and which they plan to do.	Examine and analyze employment brochures and want ad sections of newspapers and magazines.	Employment brochures Want ads Union contracts Job contracts **Sources of Materials** Social Security Administration N.J. State Employment Service Industrial Placements Commercial Placements Service Placements Unemployment Insurance

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Wage Deductions Mandatory deductions Federal income tax F. I. C. A. tax Optional Deductions Hospitalization Accident insurance Health insurance Union dues Annuities Savings bonds Credit union dues and savings Contributions Garnishees Other	Use actual forms to stimulate discussion. Lead discussion on advantages of participating in various voluntary plans involving deducations. Invite pupils' reactions to various plans.	Examine and analyze pay-check stubs. Examine and discuss union contracts (wage and hour sections and benefits). List and discuss some of the organizations and agencies that conduct fund-raising campaigns.	Union contracts Pay-check stubs Deduction forms: Witholding taxes Red Cross United Appeals Cancer Fund Heart Fund Credit Union Health Insurance Income Protection

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Budgeting Define budget Needs for a budget How budgets help Planning financial needs Exercising financial restraints Compulsory savings Necessities of budgeting for food Meal planning Buying needed items first Using money wisely Seasonal foods Awareness of incentive buying techniques, such as sales, trading stamps, "Free" gifts. Comparison shopping among supermarkets, independent grocery stores and specialty food stores. Prices, weights, grades, number of servings of food found on label Quantity purchasing Name brands vs. private labels Substitute purchasing (oleomargerine for butter)	Conduct discussion on real family problems in planning, buying, and serving meals.	Discuss basic foods Plan and write weekly menus; then prepare shopping lists. Go on a shopping trip to a nearby food store. Purchase items for a classroom party, luncheon, etc. Discuss advantages and disadvantages of quantity buying. Contrast advantages and disadvantages of shopping at supermarkets, independent grocery stores, and specialty food stores. Make and display work-picture charts of foods and their substitutes. Make a collage of food labels from cans, bags, and boxes. Using store and newspaper advertisement sheets, compare food prices for like items from store to store.	Leaflets and booklets from Public Service Electric & Gas Co. Brochures from food industries Supermarket coupon books. Company discount coupons. Menus from cookbooks, newspapers and magazines. Advertisements distributed by food stores. Newspaper advertisements. Cash register receipts from food stores. Sample food labels from cans, bags, and boxes. **Films** Wise Buying Arithmetic in the Food Store (Coronet)

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Shelter (cost) Rent Who pays rent Why rents vary Factors to consider in selecting an apartment or house to rent Advantages of renting Responsibilities of landlords Leases and sub-leases Rent Receipts "Security" in renting Furnished and unfurnished apartments Ownership Mortgages What a mortgage is How mortgages are obtained Factors which determine payments Down payment Legal fees Closing fees	Lead discussion on the problems of renting: heat, light, sanitation, services, repairs, etc.	Examine newspaper real estate advertisements. Discuss some of the factors that determine rates of rent (services, facilities, such as air-conditioning and garages; furnished or unfurnished rooms). Discuss and list responsibilities of tenants; of landlords. Discuss importance of getting and saving receipts for rent payments. Discuss the advantages and disadvantages of home ownership; of renting.	Real estate sections of newspapers Sample rent receipts Sample "security" receipts Sample leases Sample mortgage contracts

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Interest as applied to mortage payments Advantages and disadvantages of home ownership Meaning of open housing Movement for tithing in investment Fair employment as related to the housing industry Board What board is Room and board within a household Who pays it How much should be paid Advantages and disadvantages of board	Discuss reasons for interest and how interest varies. Demonstrate interest computations. Investigate "Project Equality". Discuss open housing. Contact organizations which work for open housing. Invite to class representatives of appropriate agencies. Acquaint pupils with the role of government in the development of housing of different kinds, agencies involved, funding and insurance provided.	Write a letter to a local bank requesting sample mortage statements. Compute a series of payments and their effects upon a mortage. Find out how various real estate firms react to different ethnic groups seeking housing. Find out the meaning and functions of: FHA HUD M-REIT FDIC CHOICE HEW	Mortage statements News stories Advertisements Booklets from organizations which support open housing Materials from groups which work for fair employment

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Clothing Planning a basic wardrobe Accessories to accompany the basic wardrobe Wigs and hairpieces, jewelry, ties gloves, belts hats, socks handbags, handkerchiefs shoes, sweaters Functional clothing vs. hi-styles and fads Department stores Specialty shops Purchasing a basic wardrobe Knowledge of personal sizes Comparison shopping Awareness of sales Awareness of off-season buying Learning to read labels Care of clothing, cleaning, storage, and repair	Contact local clothing merchants to arrange for a fashion show. Utilize services of home economics teacher in presenting this unit. Stress importance of personal skill in mending, washing, pressing. Obtain and distribute booklets of helpful hints printed by manufacturers.	Plan individual basic wardrobe lists, including under as well as outer garments. Make lists of clothing needed for various seasons. Plan a fashion clinic to demonstrate suitable and unsuitable clothing for various occasions and seasons. Stress color harmony and choice of accessories. Plan and present fashion shows on seasonal clothes, clothes needed for special occasions, etc. Plan to attend store fashion shows. Make individual shopping lists, showing items, sizes, colors and probable prices. Tour the clothing departments of nearby department store. Compare prices and quality among various departments (budget, moderate-priced, high-priced).	Pattern books Clothing advertisements from stores, magazines and newspapers Mail order catalogues Fabric charts Pictures Grooming charts Clothing labels Fashion magazines Fashion pages from newspapers Brochures from fabrics, clothing, sewing machine, and cosmetics, manufacturers

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
CLOTHING, continued	Discuss the use of cedar closet, cedar chest, paper, etc. Have pupils consider economic reasons for protecting clothing.	Compare advantages and disadvantages of shopping at department stores, specialty shops, chain and independent stores. Make individual inventory cards showing sizes for shoe, dress, hat, shirt, shorts, etc. Read and interpret clothing labels. Discuss importance of properly storing, cleaning, and repairing clothing.	Tape measure Yardstick Foot ruler Labels Moth balls, flakes, crystals, blocks, and sprays Shoe racks Garment bags Hat boxes Lingerie and hosiery bags

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Banking Savings accounts: regular, vacation, Christmas Checking accounts: regular and special Safe deposit vauits Loans Home mortgages Interest Savings Money orders Travelers checks Savings bonds Other financial service centers - Post offices Loan companies Credit companies Pawn shops	Discuss bank services. Show and discuss films. Contact resource person from a bank. Have pupils discuss bank services and evaluate family experiences with various financial institutions.	Tour a local bank. Examine and discuss various kinds of bank forms and applications. Practice writing checks. Reconcile a sample bank statement. Practice filling in sample money orders, loan applications and other common forms. Using the yellow pages of telephone directory, make a list of convenient financial institutions, such as banks and loan companies. Make a list of stores in your neighborhood that offer money order and check-cashing services.	Loan contracts Sample blank checks Bank statements Bank account application forms Loan application forms Sample money order Telephone directory **Film** "Using the Bank" Coronet **Filmstrip** "How to Use Your Check-book" Coronet

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Terms of Purchasing Cash Advantages and disadvantages of buying with cash Lay-away plans Deposits Discounts Checks Gift certificates Refunds Store money or "script" Sales taxes State Federal	Contact resource persons at stores. Utilize services of consumer education teacher. Discuss possibility of prepayment.	List items on which there is a state sales tax; a federal sales tax. Discuss the advantages and disadvantages of the various credit payment plans, such as installment buying.	Sample checks Sample gift certificates Sample store script Store receipts showing tax charges
Credit What is credit? How is credit obtained? Purpose of credit To increase one's buying or deferred payment. Charge Accounts Loans and mortgages Door-to-door installment plans; result of door-to-door canvassing and purchasing.		Discuss possible pitfalls of credit plans offered by door-to door salesman.	Credit cards Charge plates Credit payment books

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Credit, continued Advantages of credit Increase one's buying power Raises one's standard of living Disadvantages of credit Overextension of credit Unnecessary purchasing Compulsive buying Indiscriminate buying Penalties for non-payment and late payment Repossession Cancellation or suspension of charge privileges Garnishees, judgments, liens Change in, and possible loss of, credit rating Types of interest Interest on unpaid balance Interest on principal	Discuss the importance of good standing, a good name.	Discuss advantages and disadvantages of buying on credit. Discuss consequences of failing to make payments on time, or failing to make payments at all.	Applications for accounts Statements of accounts Legal forms

SUBJECT	TEACHING SUGGESTIONS	PUPIL ACTIVITIES	MATERIALS
Insurance What is insurance? Purposes of insurances Type of insurance Life Accident and health Hospitalization Fire and theft Automobile (Liability, collision, comprehensive) Property (real, household and personal) Income protection Who buys insurance Advantages and disadvantages of insurance Comparison shopping for insurance At what age should you buy insurance? Limits Services of brokers and agents Fraudulent procedures	Contact insurance agents or brokers. Collect sample policies from as many companies as possible. Contact resource persons from Better Business Bureau and Chamber of Commerce.	Discuss and list the kinds of insurance that are generally considered as necessary. Examine, analyze, and discuss various kinds of insurance policies. Discuss the kinds of protection offered by the various types of insurance coverage, and why they are important. Role-playing of situations which enact fraudulent practices. Develop a list of agencies where assistance may be obtained.	Sample insurance policies Sample insurance premium payment notice News stories Brochures and information obtained from Better Business Bureau

Vocabulary for Consumer Education

wages
piece-work
hourly
overtime
vacation
commission
bonus
workmen's compensation
unemployment
deduction
gross
net
versus
withholding taxes
hospitalization
union dues
optional
savings
credit
contributions

budget
food
shelter
clothing
meal planning
money
wisely
comparison shopping
seasonal foods
price
weight
label
quantity buying
substitute
rent
tenant
apartment
landlord
lease
receipt

contract
mortgage
board
income
advantages
trading stamps
coupon
wardrobe
care
banking
loan
deposit
gift certificate
credit
repossession
late payment charge
balance
interest
second mortgage
disadvantages

insurance
accident
health
property
fraud
fraudulent
protection
down payment
credit manager
credit rating
charge plate
service charge
credit bureau
charge statement
late charge
interest rate
credit application
installment buying
revolving charge account
closing fees

Sample test for Unit on Consumer Education

1. Define the following:
   a. salary
   b. piece-work
   c. hourly wages
   d. commission
   e. tips
2. What is meant by (a) gross pay? (b) net pay?
3. Explain the meaning of a budget.
4. What are the three basic needs of an individual?
5. What is quantity buying?
6. What is substitute purchasing?
7. What is (a) a mortgage? (b) mortgage interest?
8. What is meant by "paying board"?
9. Where would you open a checking account?
10. Give an example of a name brand item and also a private label.

Sample Essay Test for Unit on Consumer Education

1. What are wages?
2. What is an hourly wage?
3. What is piece-work?
4. When do you receive a commission?
5. What are tips?
6. When do you earn compensatory pay?
7. What is workmen's compensation?
8. What is unemployment compensation?
9. Define gross pay and net pay. What is the difference?
10. What is meant by mandatory deductions? Name some mandatory deductions.
11. When and why do you pay union dues?
12. What is hospitalization? Who pays it?
13. What is meant by optional deductions? Name some optional deductions.
14. What is a budget?
15. What are the advantages of having a budget?
16. Why is food planning important?
17. Discuss food purchasing; emphasize the importance of using money wisely, buying seasonal foods, comparing prices, weights, grades, labels, and substitute purchasing.
18. What is rent?
19. What should you consider in deciding the amount to allow for rent?

Sample Essay Test for Unit on Consumer Education, continued

20. What is the difference between renting and owning a home?

21. What are the landlord's responsibilities to the tenant?

22. What are the tenant's responsibilities to the landlord?

23. What is a lease? a sub-lease? a rent receipt?

24. What is a mortgage?

25. Describe what is meant by furnished apartment versus unfurnished apartment.

26. How do you obtain a mortgage?

27. What is board?

28. What is meant by room and board?

29. What percentage of your income should be allocated to room and board?

30. What is a basic wardrobe?

31. What should you consider when selecting a wardrobe?

32. Where is the best place to shop?

33. How do you choose the correct clothes and accessories?

34. How do you determine the most becoming look for yourself?

35. What are the advantages of shopping at department stores as compared with specialty shops and private shops?

36. Why should you know your size in clothes and shoes?

37. Should people shop for their own clothes or should they have someone shop for them?

38. What is comparison shopping?

39. When should you buy sale items?

40. Describe how you should care for each item of your clothing.

41. Why should people bank?

42. What are the functions of a bank?

43. What are the advantages of using a bank?

44. What kinds of accounts are available at a bank?

45. Describe regular and special checking accounts.

46. Contrast checking accounts with savings accounts.

47. What is a vacation club or a Christmas club account?

48. What are safe deposit vaults?

49. What is a bank "night deposit" box used for? By whom?

50. What are the advantages of deposit vaults?

51. What are home mortgages?

52. What is interest?

53. What is a money order? When is it used?

54. What are the advantages of cash purchasing versus lay-away plans and installment buying?

55. When do you use a check for purchases?

56. What are gift certificates?

57. What is store money or script?

Sample Essay test for Unit on Consumer Education, continued

58. When do you pay a sales tax?

59. What is credit?

60. What are the advantages and disadvantages of credit buying? What types of credit can you name?

61. What is repossession?

62. What does suspension of charge account privileges mean?

63. What is a garnishee?

64. What is a judgment?

65. What is a lien?

66. What is insurance?

67. What is the purpose of insurance?

68. What are some types of insurance?

69. Who should buy insurance?

70. What are the advantages and disadvantages of insurance?

71. What is fraud?

72. What are fraudulent procedures?

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Better Use of Leisure Time

Fred Meets A Bank

Coronet Films
Coronet Building
Chicago, Illinois

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Cat. No. *	
330	**Consumers Want to Know** 30 Min. Color
330	**Your Thrift Habits** 11 Min. Coronet
331.83	**Shelter** 10 Min. EBF
332.1	**Using the Bank** 11 Min. EBF
332.76	**Story of a Check** 13 Min. Color FA

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